DOCUMENTARY HISTORY

OF

EDUCATION IN UPPER CANADA

(ONTARIO)

1874,-75

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DOCUMENTARY HISTORY

OF

Ministry of Education, Ontario
Information Centre, 13th Floor,
Mowat Block, Queen's Park,
Toronto, Ont. M7A 1L2

Education in Upper Canada,

FROM THE PASSING OF THE

CONSTITUTIONAL ACT OF 1791

TO THE

CLOSE OF THE REVEREND DOCTOR RYERSON'S ADMINISTRATION OF THE EDUCATION DEPARTMENT IN 1876

VOL. XXVI., 1874-1875.

FORMING AN APPENDIX TO THE ANNUAL REPORT OF THE MINISTER OF EDUCATION.

BY

J. GEORGE HODGINS, I.S.O., M.A., LL.D.

OF OSGOODE HALL, BARRISTER-AT-LAW, EX-DEPUTY MINISTER OF EDUCATION; HISTORIOGRAPHER TO THE EDUCATION DEPARTMENT OF ONTARIO.

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PREFATORY NOTE TO THE TWENTY-SIXTH VOLUME.

This Volume contains a more than ordinary amount of interesting records of educational work done and progress made in Ontario during the year to which it refers.

The several Statutes relating not only to the Public and Separate Schools, but also to the High Schools and Collegiate Institutes, underwent a careful revision. An addition of several new Sections was incorporated in appropriate places in the revised Text, and the whole, when thus prepared, was consolidated,—the one part into a Statute, relating to the Public and Separate Schools, and the other part into a Law dealing with the Council of Public Instruction, the High Schools, and the Collegiate Institutes.

The object of this revision, amendment and consolidation of these several Educational Acts was not only to improve the condition of these Schools, and the Collegiate Institutes, but especially to improve the status, and render more efficient our system of Normal School training. A new Normal School, which had been erected at Ottawa, was put into successful operation, and in the formal opening of which, the Lieutenant-Governor, the Attorney-General, the Chief Superintendent of Education, and the new Minister who was to succeed Doctor Ryerson, took part.

A prolonged and interesting Correspondence between the Attorney-General and the Chief Superintendent of Education, took place in 1874, on the subject of the revised and improved School Laws. As, in this Correspondence, the various improvemnts and amendments, which had been suggested, were fully stated and discussed, I have thought it desirable to insert in a separate chapter, (Number III).

A formal attack on our Educational Depository, (in an elaborate Letter to the Attorney-General), was made by a Toronto Bookseller,—and which he afterwards embodied in a printed Pamphlet,—was replied to by the Chief Superintendent, and, in a Letter to the Attorney-General, he took a comprehensive view of the whole matter, showing that the prompt and efficient supply of Maps, Apparatus, Books and School material, for use in the Schools was just as important and necessary as was the supply of trained and efficient Teachers. He also quoted the strong commendation of our Depository system by distinguished Educationists in the United States, as well as the equally strong and unanimous endorsement of it by a Select Committee of the House of Assembly, and also, as the result of the practical experience of our own Public School Inspectors.

In order to deal effectively with the troublesome question of Vagrant and Truant Children, as one mode of giving effect to the principle of compulsory education, where Free Schools existed, a Draft of Bill was prepared by the Chief Superintendent to establish Industrial Schools in the Cities and larger Towns of Ontario, to which that class of children could be sent by a Magistrate, on the complaint of a School Trustee, or a Ratepayer.

In Chapter VI is recorded a description of a new Building erected in Toronto by the liberality of the adherents of the Free Presbyterian Church,

for Knox College. In connection with an account of the Ceremony of its opening, I have appended a carefully prepared Sketch of the history of the College from its establishment in 1844 to 1874.

In the same Chapter will be found full records of the proceedings of the Churches in regard to the Collegiate Institutions (of Victoria, Queen's and Trinity Universities), connected with them.

On the invitation of the Ontario Government a Convention of the promoters of the education of the Deaf and Dumb was held at the Institution for that object in Belleville, at which several most practical questions relating to the care and instruction of the Deaf and Dumb were discussed, and much useful information was given to those present who had less experience in the work of dealing with those who were thus afflicted.

One of the questions raised by the Booksellers, in connection with the Depository controversy, was that of the prices of Prize and Library Books to be supplied to the Schools. In order to have the question authoritatively and definitely settled, a special Case, on the subject, was prepared, to be submitted to the Chief Justice of Ontario for his decision thereon, and of this proposal the Booksellers were informed by the Chief Superintendent. Before, however, the Chief Justic had considered the question, the Attorney-General wrote to the Chief Superintendent to withdraw the "Case," and to assume the duty of deciding the question of prices himself, as the Booksellers had no jurisdiction in dealing with such a question, and, therefore, had no right to interfere in what was a purely departmental matter.

Full and explicit Financial Statements, in regard to all money transactions of the Education Department, will be found recorded in appropriate places in the Volume.

It is gratifying to be able to state that the revised and amended School Legislation of the year was, as a rule, well received by School Trustees and Ratepayers, and had a most beneficial effect on the Schools, not only in regard to superior School House accommodation, but also in regard to the general character of the Schools, and the qualification, status and Salaries of the Teachers.

J. GEORGE HODGINS,
Historiographer of the Education Department of Ontario.

Toronto, 30th October, 1908.

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CHAPTER I.

EDUCATION ACTS PASSED BY THE LEGISLATURE OF ONTARIO, 1874.

37th Victoria, Chapter XXVII.

AN ACT TO AMEND AND CONSOLIDATE THE LAW RELATING TO THE COUNCIL OF PUBLIC INSTRUCTION, THE NORMAL SCHOOLS, COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

[Received the Royal Assent on the 24th of March, 1874.]

CONTENTS OF THIS ACT.

PART I.—CONSTITUTION AND DUTIES OF THE COUNCIL OF PUBLIC INSTRUCTION.

PART II.—APPOINTMENT AND DUTIES OF THE CHIEF SUPERINTENDENT OF EDUCATION.

PART III.—HIGH SCHOOLS AND THEIR DISTRICTS.

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2. APPOINTED MEMBERS OF THE COUNCIL.

3. ELECTED MEMBERS OF THE COUNCIL.

4. ELECTION LISTS—DUTIES OF INSPECTORS AND HIGH SCHOOL BOARDS.

5. ELECTION OF MEMBERS, AND CERTIFICATE OF ELECTION.

6. THE COUNCIL AND ITS PROCEEDINGS.

7. MEMBERS' TRAVELLING EXPENSES TO BE PAID—CONTINGENT EXPENSES.

8. POWERS AND DUTIES OF THE COUNCIL:

A *In regard to High School and Collegiate Institutes—Council Elections*

B. *Management of the Normal Schools.*

C. *School Regulations—Qualifications of Inspectors and Examiners—Teachers' Examinations and Certificates.*

D. *Text, Prize and Library Books—Superannuated Teachers—Annual Report.*

9. DISCRETIONARY POWERS OF THE COUNCIL.

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

1. The Council of Public Instruction shall consist of the following Members:—

Chief Superintendent.

(1) The Chief Superintendent of Education, *ex-officio*, or, in his absence, the Deputy Superintendent;

Appointed members, One by each college.

(2) Eight Members appointed by the Lieutenant-Governor;

(3) One Member elected by the Council of University College, and one by each of the other Colleges possessing University powers;

Three other elected members.

(4) One Member elected by each of the three following classes, videlicet:—

By Inspectors, High, Public and Separate School Teachers.

(*a*) The legally qualified Masters and Teachers of High Schools and Collgiate Institutes;

(*b*) The Inspectors of Public Schools; and

(*c*) The legally qualified Teachers of Public and Separate Schools;

Restriction.

(5) No Person shall be eligible to be elected under this Section, or to continue a Member of said Council, who, at the time of such election, or during the period for which he is elected a Member of said Council, is actually employed as an Inspector, a Master, or Teacher, under the Public, Separate, or High, School Acts;

Tenure of office.

(6) The Persons elected at any such election shall hold office until the elections for the following year, or years, have taken place.

2. Appointed Members of the Council.

Present members to retire in one and two years.

2. Four of the present Members of the Council, (not including the Chief Superintendent of Education,) to be determined by lot at the first Meeting of the Council held next after the passing of this Act, shall retire from office at the end of one year from the third Tuesday in August, One thousand eight hundred and seventy-four, and four of the remaining appointed Members shall hold office for two years from the third Tuesday in August, One thousand eight hundred and seventy-four, unless the appointment be determined at an earlier date by revocation thereof, resignation, or otherwise.

Whom the Lieutenant-Governor may appoint.

3. The Lieutenant-Governor may appoint the said eight Members of the Council, as vacancies occur.

New members appointed to hold office two years.

4. Every Person appointed to the said Council by the Lieutenant-Governor, shall hold office for two years from the date of his appointment, (and until his Successor be appointed), unless such appointment is determined at an earlier date by revocation thereof, death, resignation, or otherwise:

Vacancies.

should a vacancy in the Council arise, in the case of any appointed Member before his term expires, the Lieutenant-Governor may appoint a Person to fill the vacancy for the unexpired term of the Person in whose place he is appointed.

May be re-appointed.

5. Nothing herein contained shall prevent the re-appointment of any Member before or after the expiration of his term of office.

3. Elected Members of the Council.

Members elected by Colleges.

6. The Persons elected to the Council of Public Instruction by the Colleges shall be elected on or before the third Tuesday in August of the year One thousand eight hundred and seventy-four, and of every subsequent second year thereafter;

When election takes effect.

(2) Every election under this Section of the Act shall be certified to the Chief Superintendent of Education, and the election shall go into effect on the third Tuesday in August in the year of election;

(3) The Persons so elected shall be Members of the Council for all purposes of High Schools and Collegiate Institutes, the selection and approval of Library and Prize Books, and for every other purpose not relating exclusively to Public Schools; Restriction as to college members.

(4) The Persons elected at any such election shall hold office until the elections for the following year, or years, have been held and have taken effect; Term.

(5) A Person elected to fill a vacancy shall hold office for the term of the Person in whose place he is elected. Vacancy.

7. The Persons first elected by the Public School Inspectors and by the Masters and Teachers of the High Schools and Collegiate Institutes, shall continue in office for one year, to be reckoned from the time of their election respectively. Members elected by inspectors and high school masters.

8. The Person first elected by the Teachers of the Public and Separate Schools shall continue in office for two years, to be reckoned from the time of his election. By public and separate school masters.

9. Every Person subsequently elected as a Member of the Council (except to fill a vacancy), shall hold office for two years, to be reckoned from the time of his election, and until his Successor is elected; Subsequent elections.

(*a*) The Person elected to fill a vacancy shall hold office for the term of the Person in whose place he is elected. Term.

10. In case of a vacancy occurring six months, or more, before the time for holding the next periodical election applicable to the case, the Chief Superintendent shall forthwith appoint a time for holding an election to fill the vacancy, and shall give one month's notice thereof in such manner as the Council of Public Instruction shall direct. Vacancies.

4. Election Lists—Duties of Inspectors and High School Boards.

11. For the purpose of the said elections, it shall be the duty of every Inspector of Public Schools, not later than the fifteenth day of June of the years One thousand eight hundred and seventy-four, and One thousand eight hundred and seventy-six, and not later than the fifteenth day of June of every subsequent second year thereafter, to prepare and exhibit publicly in his Office, an alphabetical list of the names and post-office addresses of all legally qualified Teachers in the Public and Separate schools within his Municipality, or jurisdiction. Inspector to prepare election lists.

12. This list may be examined by any Teacher of a Public or Separate School at all reasonable times for one month from such fifteenth day of June. Open to inspection.

13. In case any interested party complain to the said Inspector, in writing, of the improper omission, or insertion, of any name in the said list, it shall be the duty of the Inspector forthwith to examine into the complaint, and rectify the error, if any there be. Errors.

14. The Inspector shall, for the purposes of this Act, transmit to the Chief Superintendent of Education, not later than the fifteenth day of July in each of the aforesaid years, a duly certified copy of such corrected alphabetical list of legally qualified Teachers, (in a form to be provided for that purpose); and all the Persons named in the list shall be deemed entitled to vote. Transmit list to Chief Superintendent

15. Every High School, or Collegiate Institute, Board, (or Board of Education in case of union with a Public School Board), shall furnish in like manner to the Chief Superintendent, not later than the fifteenth day of July, in the years One thousand eight hundred and seventy-four and High school board return.

One thousand eight hundred and seventy-five, and not later than the fifteenth day of July in every subsequent second year thereafter a return of the name and address of every legally qualified Master of, and Teacher, in, a High School, or Collegiate Institute, at such time employed by the School Board.

In case of non-receipt of list or doubt.

16. In case of the non-receipt by the Chief Superintendent, or other Officer of his Department of any alphabetical list or return mentioned in the preceding Sections, or in case of any doubt which may arise in regard to the right of any Person whose name is attached to a Voting Paper to vote at an election, the Chief Superintendent, or other Officer on his behalf, and the Scrutineers appointed as herein provided, shall decide according to the best evidence within their reach as to the right to vote of any Inspector, Master, or Teacher who may by a voting paper claim to exercise that right.

Scrutineers may decide

Lists in case of vacancies.

17. In case an election to fill a vacancy is required to be made by the Masters and Teachers of the Public and Separate or High Schools and Collegiate Institutes, a new alphabetical list of Voters shall be furnished to the Chief Superintendent, by the Inspectors and High School, or Collegiate Institute, Boards, or Boards of Education, respectively, two weeks before the time fixed for such election; in case of its non-receipt at the time of the election, the list then last received by the Chief Superintendent shall be used.

5. Election of Members and Certificate of Election.

18. Every election by Inspectors, Masters, or Teachers, held under this Act, shall be in the manner following, that is to say:—

Voting papers to be sent to Chief Superintendent.

(1) The votes shall be given by closed Voting Papers, (in the form in Schedule A of this Act), delivered to the Chief Superintendent of Education, or to the Deputy Superintendent, or other Officer of the Education Department appointed for this purpose by the Chief Superintendent:

During preceding week.

(2) Any voting Papers received by post, or otherwise, by the said Chief Superintendent, or other Officer appointed by him, during the said Third Tuesday of August, or other appointed day, or during the preceding week, shall be deemed to be duly delivered to him;

Papers to be opened by the Chief Superintendent in presence of scrutineers.

(3) The Voting Papers shall, on the day succeeding the third Tuesday, (or other appointed day, in case of election to fill a vacancy,) be opened by the said Chief Superintendent, or other Officer aforesaid, in the presence of two or more Scrutineers, to be appointed for that purpose by the Council of Public Instruction;

Scrutineers count and record votes.

Book open to inspection.

(4) The Chief Superintendent, or other Officer, and the Scrutineers shall scrutinize and count the votes, and keep a record thereof in a proper Book to be provided for the purpose, which Book shall be preserved in the Office of the Chief Superintendent, and shall at all reasonable times be open to the inspection of every Person desiring to see the same;

(5) Any Person entitled to vote at the election shall be entitled to be present at the opening of the Voting Papers;

Who shall be elected.

(6) The Person having the highest number of votes of the members of the body voting for him, shall be deemed to have been elected;

Case of equality of votes.

(7) In case of an equality of votes between two, or more, Persons, the Scrutineers shall forthwith put in a Ballot-box papers with the names written thereof of the Candidates having said equality of votes, one Paper for each Candidate; and the Chief Superintendent, or other Officer acting for him, as aforesaid, shall draw by chance from the ballot-box, in the pre-

sence of the Scrutineers, one of such Papers; and the person whose name is upon the Paper so drawn, shall be deemed to have been elected. Ballot.

19. At the close of the election, the Chief Superintendent, or other Officer on his behalf, and the other Scrutineers, shall certify to the Chairman of the Council of Public Instruction under their hands and seals, the name of the Person, or Persons, who, having the majority of votes, shall be declared by them to be duly elected a Member, or Members of the Council, and shall also send to each Member elected a like notification of his election. Certificate of election to chairman of council. And to elected member.

6.—The Council and its Proceedings.

20. The Council shall, in the exercise of its duties, be subject to all lawful orders and directions from time to time issued by the Lieutenant-Governor. Council to be subject to orders of Lt.-Governor.

21. At any lawful Meeting of the Council of Public Instruction, three Members shall form a quorum for the transaction of business, and in case of an equality of votes on any question, the Chairman shall be entitled to a second, or casting, vote. Quorum of three and casting vote of chairman.

22. In case of a division of opinion on any question at a meeting of the Council of Public Instruction, or of the Interim Committee, any Member may call for the yeas and nays; and a record of the names of the Members voting yea and nay respectively shall be entered by the Clerk of the Council in the Minutes of Proceedings. Recording yeas and nays.

23. The Senior Clerk in the Education Office shall be the Clerk to the said Council; he shall enter all its proceedings in a Book kept for that purpose; and shall, as may be directed, keep all the Accounts of the said Council. The clerk and his duties,

24. A report of the proceedings at every Meeting of the Council shall be published in the next succeeding number of the *Journal of Education;* but this shall not apply to Meetings of Committees of the Council, except that a Report of the proceedings of the Interim Committee shall be published from time to time in like manner as of the Council. Publish report of proceedings. Exception.

7.—Members' Travelling Expenses to be Paid. Contingent Expenses.

25. The Travelling Expenses of any of the Members of the Council residing outside of Toronto attending the regular Meetings of the Council may be paid by the Lieutenant-Governor, out of any public funds which may be appropriated by the Legislature for that purpose. Provision for travelling expenses.

26. The expenses attending the proceedings of the Council shall be accounted for by the Chief Superintendent as part of the Contingent Expenses of the Education Department. Contingent expenses of council provided for.

8. Powers and Duties of the Council.

27. It shall be the duty of such Council, and it is hereby empowered:— Duties of council.

A. In regard to High Schools and Collegiate Institutes—Council Elections.

(1) To appoint a Chairman, and determine the times of its Meetings, and the mode of conducting its proceedings; To appoint chairman, etc.

(2) To prepare and prescribe, from time to time, subject to the approval of the Lieutenant-Governor, a list of Text Books, Programme of Studies and General Rules and Regulations for the organization and government of High Schools and Collegiate Institutes; To prescribe text-books, etc.

To make rules and regulations. College, etc.

(3) To make, from time to time, Rules and Regulations, subject to the approval of the Lieutenant-Governor-in-Council, for the distribution, within the restrictions imposed by this Act, of the High School Fund, among the several High Schools and Collegiate Institutes entitled to receive it;

High School Inspectors.

(4) To appoint Inspectors of High Schools, prescribe their duties, and fix their remuneration;

Admission of pupils to High Schools.

(5) To prescribe from time to time by Regulations, (to be approved of by the Lieutenant-Governor,) the subjects, times, and extent of the Examinations which it shall be necessary for Pupils to undergo in order to obtain admission into the High Schools and Collegiate Institutes, and also to determine the standard to be attained by each Pupil at such Examinations;

Papers for uniform examination.

(6) To require the Central Committee, from time to time, appointed by the Council for the examination of Public School Teachers, to prepare under the direction of the Council, questions for the Uniform Examination of Pupils for admission to High Schools and Collegiate Institutes;

Special certificates to monitors or assistants.

(7) To frame General Regulations and Instructions under which a High School Inspector may give a Special Certificate, to be valid for one year, to a senior Pupil, or Pupils, of a High School, or Collegiate Institute, or other Person, or Persons, to act as Monitor, or Assistant, or Monitors, or Assistants in such High School, or Collegiate Institutes;

Scrutineers for election of members.

(8) To appoint two or more Scrutineers to scrutinize the votes given for Members of the Council and received at the Education Department;

Manner giving notice for vacancy elections.

(9) To direct the manner in which the notice issued by the Chief Superintendent for the time of holding an election of a Member of the Council to fill a vacancy, shall be given;

Meteorological stations.

(10) To designate, from time to time, subject to the approval of the Lieutenant-Governor, the number and locality of such Meteorological Stations as the Council may think desirable to establish in connection with the High Schools of the Province; to authorize such forms of Reports and Meteorological Journal to be used by the Observers at such Stations as it may judge necessary;

B. *Management of the Normal Schools.*

Efficiency of normal and model schools.

(11) To adopt all needful measures for the efficiency of the Normal Schools and Model Schools connected therewith, with a view to the instruction and training of Teachers of Public Schools in the Science of Education and the Art of Teaching;

Regulations.

(12) To make, from time to time, the Rules and Regulations necessary for the management and government of the Normal and Model Schools;

Terms and conditions.

(13) To prescribe the terms and conditions on which Students and Pupils will be respectively received and instructed in the Normal and Model Schools;

Number and pay of teachers.

(14) To determine the number and compensation of Teachers, and of all others, who may be employed in said Schools;

Procure books and stationery.

(15) To direct the Clerk of the Normal School to procure, at the discretion of the Council, the Books and Stationery for the Normal and Model Schools;

Objects and interests.

(16) To do all lawful things which the Council may deem expedient to promote the objects and interests of these Schools;

Examination of normal school students.

(17) To require at the close of the Session of any Normal School in the Province, an Examination to be held of the Students thereof, and to provide for such Examination through the said Central Committee;

C. *School Regulation. Qualifications of Inspectors and Examiners. Teachers' Examinations and Certificates.*

(18) To make Regulations, from time to time, for the organization, government, and discipline of Public Schools, and for the classification of Schools and Teachers; — To make regulations for Public Schools and teachers.

(19) To provide, by the training of Teachers, the Programme of Studies, and Special Regulations, for the teaching in the Public Schools of the elements, among other things, of Natural History, Agricultural Chemistry, Mechanics, and Agriculture; — Provide for teaching of special branches.

(20) To prescribe from time to time the qualifications of County, City, or Town, Inspectors, (and of Members of County, or City Boards of Examiners of Public School Teachers); — Fix qualifications of Inspectors and examiners.

(21) To determine the time and manner of examination of Candidates for Certificates of Qualification as Inspectors, or Examiners, and to grant to them, on such examination, Certificates of Qualification; — Grant Inspectors' and Examiners' certificates.

(22) To prepare and prescribe from time to time, by a Central Committee of its appointment, or otherwise, a Programme, Examination Papers and Regulations for the uniform examination and classification of Public School Teachers, and of any Person who has been trained at any Normal School, or other Training Institution for Teachers, or who has been duly certificated, or licensed, by any recognized Body as a School Teacher in any part of the British Dominions; — Examination of Public School teachers. Certificates to students of any Normal School in British Dominions.

(23) To award, (upon the report of the Central Committee of Examiners,) First-class Certificates of Qualification to Public School Teachers, under such Regulations and Programme as may be determined by said Council, and upon the Report of such Committee, to award Second-class Certificates to Canadidates for First-class Certificates who come up to the standard for Second-class Certificates, but who fail to come up to the required standard for First-class Certificates; — Give certificates.

D. *Text, Prize and Library Books—Superannuated Teachers—Annual Report.*

(24) To examine, and at its discretion, recommend, or disapprove, of Text-books for the use of Schools, or Books for School Libraries and Prizes; — To recommend text and library books.

(25) To make Regulations in regard to School Libraries;

(26) To examine, or cause to be examined, from time to time, any Books, the names of which have not heretofore appeared in the Catalogues of the Education Department, and which may be forwarded, (with a statement of their prices) to the Department by Booksellers, or other parties, who may have the same for sale; — Council to examine books sent by book sellers or others.

(27) To determine whether such Books ought, or ought not, to receive the sanction of the Council for Libraries, or Prizes in the Public and High Schools, and Collegiate Institutes; — Council to sanction Library and Prize books.

(*a*) The decision of the Council in respect thereof is, without delay, to be communicated to the said Booksellers, or other parties concerned; — Decision.

(*b*) The Books so forwarded are, on application, to be returned to the Persons forwarding the same; — Books returned

(*c*) The names and prices of the Books, when sanctioned, shall be published in the next number of the *Journal of Education*, with the dates respectively at which the Books were received at the Education Department and laid before the Council for examination; — Lists to be published in the *Journal of Education*.

To make regulations for granting pensions to superannuated teachers.

(28) To prescribe, with the approbation of the Lieutenant-Governor-in-Council, Regulations, within the restrictions imposed by this Act, for granting Pensions to Superannuated, or worn out, Teachers of Public and High Schools and Collegiate Institutes;

Annual report to the Governor.

(29) And to transmit annually, through the Chief Superintendent of Education to the Governor, to be laid before the Legislative Assembly, a true account of the Receipt and Expenditure of all moneys granted for the establishment and support of the Normal Schools.

9. Discretionary Powers of the Council.

28. It shall be competent for the Council, and it is hereby empowered:—

Committee of Council.

(1) To resolve itself at any sitting thereof into a Committee of the whole for the transaction of business;

Interim Committee.

(2) To appoint from time to time an Interim Committee of its own Members, which, under Regulations made by the Council, shall be authorized to exercise any of the functions of the Council itself during the intervals of its Session;

Council may inquire into school matters, and report.

(3) To inquire into and report upon any matter connected with the administration of the School System, or with the interests of Schools, which may be referred to the Council by the Lieutenant-Governor, or by the Chief Superintendent of Education;

Additional qualifications of High School Masters.

(4) To acquire Persons who may be hereafter employed as Head Masters of High Schools and Collegiate Institutes to furnish from time to time, in addition to the qualifications already required by law for Head Masterships of High Schools and Collegiate Institutes, satisfactory evidence of their knowledge of the Science and Art of Teaching, and of the Management and Discipline of Schools;

Restriction.

(*a*) This clause shall not apply to any Persons who have been employed as High School, or Collegiate Institute, Masters before the passing of this Act;

Exemptions.

(5) To exempt, at the discretion of the Council, any High School, or Collegiate Institute, (the Trustees of which shall not have sufficient funds to provide the necessary qualified Teachers) from the obligation to have the German and French languages taught in such School, or Institute;

May permit the use of foreign books.

(6) To give special permission, at the discretion of the Council, for the use in any Model, or Public, School of any foreign Books in the English branches of education.

PART II.— APPOINTMENT AND DUTIES OF THE CHIEF SUPERINTENDENT OF EDUCATION.

1. Appointment of a Chief Superintendent of Education.
2. Duties of the Chief Superintendent of Education.
3. Apportionment to High Schools.—Expenditure of Grant.
4. Forms and Instructions.—Establishment of High Schools.
5. Libraries, Maps, Apparatus and Prizes.
6. Supervision of Normal Schools.—School House Plans.
7. Miscellaneous General Powers.
8. Council of Public Instruction Matters.
9. Report.—Meteorological Instruments.
10. Certain Grants Authorized.

1. Appointment of a Chief Superintendent of Education.

Chief Superintendent to be appointed.

29. The Lieutenant-Governor may, from time to time, by Letters Patent, under the Great Seal of the Province, appoint a fit and proper

person to be Chief Superintendent of Education for Ontario, who shall hold office during pleasure.

30. The Chief Superintendent shall be responsible to the Lieutenant-Governor and subject to his direction, communicated through any Department of the Provincial Government. His responsibility to the Governor.

2. Duties of the Chief Superintendent of Education.

31. It shall be the duty of the Chief Superintendent of Education:— Duties.

3. Apportionment to High Schools.—Expenditure of Grant.

(1) To apportion the High School Fund among the several High Schools and Collegiate Institutes, as provided by the Sixty-sixth and Sixty-eighth Sections of this Act; Apportion grant.

(2) To notify each County Council, through the Clerk of the Council, of the apportionment of High School Fund to such County, and to certify the same for payment to the Provincial Treasurer; Notify county clerk.

(3) To see that the High School Fund apportioned by him is in all cases applied to the purposes hereinbefore prescribed; To administer the law.

(4) To see that each High School and Collegiate Institute is conducted according to Law and to the general Rules and Regulations authorized by this Act;

4. Forms and Instructions.—Establishment of High Schools.

(5) To prepare suitable Forms and give such instructions as he judges necessary and proper for making all Reports and conducting all proceedings under this Act; To furnish Act, forms and regulations.

(6) To cause the aforesaid Forms, Instructions, Reports, copies of this Act, and of the General Rules and Regulations established and approved of as aforesaid, to be printed in a convenient form and transmitted to the parties required to execute the provisions of this Act; Acts, rules, and regulations to be printed.

(7) To make such Report, or Recommendation to the Lieutenant-Governor, as he may judge necessary, or expedient, in regard to the decision of a County Council as to the establishment, or discontinuance, of any High School in a County; Report to Lieutenant-Governor on establishment of High Schools, etc.

5. Libraries, Maps, Apparatus and Prizes.

(8) To employ all lawful means in his power to procure and promote the establishment of School Libraries for general reading, in the several Counties, Townships, Cities, Towns, and Villages; Establishing school libraries.

(9) To apportion the moneys provided by the Legislature for the establishment and support of High and Public School Libraries, and Prizes, and in providing High and Public Schools with Maps and Apparatus; Apportioning library grant

(a) No aid shall be given towards the establishment or support of any School Library, and in providing Prizes, Maps and Apparatus, unless an equal amount be contributed and expended from local sources for the same object; Condition.

(10) To use his best endeavours to provide for and recommend the use of uniform and approved Text-books in the Schools generally: Text books.

6. Supervision of Normal Schools.—School House Plans.

To have the supervision of the Normal School.

(11) To take the General Superintendence of the Normal Schools;

To give Normal School certificates.

(12) To give, on the examination and report of the Central Committee of Examiners, to any Person trained in any Normal School, or other Training Institution for Teachers, or who has been duly certificated, or licensed, by any recognized Body as a School Teacher in any part of the British Dominions, a Certificate of Qualification which shall be valid in any part of the Province until revoked;

Restriction.

(*a*) No such Certificate shall be given to any Person who has not been a Student in one of the Ontario Normal Schools, or who, if trained, or licensed elsewhere, does not evidence by his Certificate the extent of his ability and aptitude to teach to the satisfaction of the Chief Superintendent;

Responsibility for moneys.

(13) To be responsible for all moneys paid through him in behalf of the Normal and Model Schools, and to give such security for the same as the Lieutenant-Governor may require;

To provide plans for school houses, and to disseminate useful information.

(14) To provide and recommend the adoption of suitable Plans of School Houses, with the proper Furniture and Appendages; and to collect and diffuse among the people of Ontario useful information on the subject of education generally;

7. Miscellaneous General Powers.

(15) To appoint:

May appoint a deputy.

(*a*) One of the Clerks in the Education Department to be his Deputy to perform the duties of his Office in his absence;

(*b*) One or more Persons, as he, from time to time, deems necessary, to inspect any School, or Schools, and inquire into and report to him upon any School matter; such Inspector, or other Person, or Persons, shall be

Remuneration.

entitled to such remuneration out of any moneys appropriated by the Legislature for that purpose, as may be deemed just and equitable, considering the nature and extent of the duties to be performed;

Appoint conductors of teachers' institutes—Rules and instructions.

(*c*) Proper Persons to conduct County Teachers' Institutes;

(16) To furnish such Rules and Instructions as he may judge advisable in regard to the proceedings of such Institutes, and the best means of promoting and elevating the profession of School Teaching and increasing its usefulness;

Forfeited balances.

(17) To direct the application of the balances of the School Fund apportioned for any year which may be forfeited according to the provisions of this Act, towards making up the Salaries of Teachers in the County to which the same has been apportioned;

Short municipal assessment.

(18) To deduct, (should the Municipal Corporation of any County, City, Town, or Village, raise in any one year, a less sum than that apportioned to it out of the Legislative School Grant,) a sum equal to the deficiency, from the apportionment to such County, City, Town, or Village in the following year;

All moneys to be applied to objects intended.

(19) To see that all moneys apportioned by him are applied to the objects for which they were granted; and for that purpose, and, when not otherwise provided for by law, to decide upon all matters and complaints submitted to him which involve the expenditure of any part of the School Fund;

Account for moneys to Legislature.

(20) To lay before the Legislature, at each sitting thereof a correct and full account of the disposition and Expenditure of all moneys which come into his hands as Chief Superintendent;

8. COUNCIL OF PUBLIC INSTRUCTION MATTERS.

Provide place and call Meetings.

(21) To provide a place for the Meetings of the Council of Public Instruction;

(*a*) He may call a Special Meeting at any time, by giving due notice to the other Members,

Vacancy in Council of Public Instruction.

(22) To forthwith appoint a time for the holding of an election to fill any vacancy which may arise among the elected Members of the Council of Public Instruction, (other than by the Colleges,) and give one month's notice thereof, in such manner as may be directed by the Council of Public Instruction;

May appoint deputy superintendent or other officer to perform duties.

(23) To perform the duties in regard to the election of Members of the Council of Public Instruction prescribed by the Eighteenth and Nineteenth Sections of this Act, or to appoint the Deputy Superintendent, or other Officer of the Education Department, to perform these duties on his behalf;

High School examination papers to be transmitted to Inspector.

(24) To transmit to the Public School Inspector of the County, City, or Town, the Examination Papers prepared by the Central Committee for the Admission of Pupils to High Schools and Collegiate Institutes, with such directions as he may judge necessary, and with any Instructions, as to further *viva voce* examination which the Council of Public Instruction may desire to give;

To submit books, manuscripts, and general regulations to the Council of Public Instruction.

(25) To prepare and lay before the Council of Public Instruction, for its consideration, such General Regulations for the organization and government of Schools, and the management of School Libraries, as he may deem necessary and proper;

(26) To submit to the Council of Public Instruction, all Books, or manuscripts, which are placed in his hands, with the view of obtaining the recommendation, or sanction, of the Council for their introduction as Text, Library, or Prize Books;

Chief Superintendent to issue catalogues.

(27) To cause to be printed from time to time a Catalogue, showing the names and prices of all Books which are, or may be, sanctioned by the Council of Public Instruction for libraries and for prizes in the Collegiate Institutes, High and Public Schools;

Additional catalogue.

(28) To cause to be printed each half year a Catalogue of any additional Books which may be sanctioned by the Council for said purposes;

Education Department to pay one-half of the cost of library and prize books for municipal and school corporations.

(29) To authorize the payment, out of any moneys appropriated by the Legislature for that purpose, of one-half of the cost of any Prize, or Library, Book sanctioned by the Council of Public Instruction, for Public and High Schools and Collegiate Institutes which may be purchased by a Municipal, or School, Corporation from any Bookseller, or other parties, instead of at the Depository of the Education Department;

(*a*) Such payment shall be made to the order of the Corporation purchasing any of the Books specified in the Catalogues, or lists sanctioned by the Council, on the following conditions:—

Conditions.

(1) The Chief Superintendent shall be duly certified of the facts;

(2) He shall be furnished with the usual guarantee as to the proper disposition of the Books, which may be purchased elsewhere than at the Educational Depository;

(3) He shall be furnished with certified Vouchers of the cost, edition, and binding of the Books so purchased elsewhere;

(4) He shall not pay more than one-half of the cost of the Books so purchased elsewhere, according to the prices specified for them in the printed Catalogue, or in the authorized lists of such Books published in the *Journal of Education;*

Correspondence of the Council.

(30) To prepare and transmit all Correspondence directed or authorized by the Council of Public Instruction:

9. Report—Meterological Instruments

To report anually on High Schools.

(31) To make annually to the Lieutenant-Governor, on or before the first day of July a Report of the actual state of the Normal, Model, High and Public Schools and Collegiate Institutes, showing the amount of moneys expended in connection with each class of these Schools and Institutes, and from what sources derived, with such statements and suggestions for improving the Schools and the School Laws, and promoting education generally, as he may deem useful and expedient:

(*a*) He shall also present in such Report the Journals, or abstracts of them, which the Meteorological Station-observers are required by this Act to keep.

Meteorological Instruments.

(32) To procure the Meteorological Instruments, Register Books and Forms mentioned in the Eighty-fifth Section of this Act, at the request and expense of the Municipality of any County, or City, in which a Meteorological Station is, or may be, established.

32. The Chief Superintendent of Education shall have authority, should he deem it expedient:

School matters may be referred to Council.

(1) To refer, at his discretion, to the Council of Public Instruction for its inquiry into, and report upon, any matter connected with the Administration of the School System, or with the interests of Schools;

Settle disputes and complaints.

(2) To decide upon all disputes and complaints laid before him, the settlement of which is not otherwise provided for by law, and upon all appeals made to him from the decision of any Inspector, or other School Officer;

Submit case to Judges of Superior Court for decision.

(3) To submit a case on any question arising under the High, or Public School, Acts, to any Judge of either of the Superior Courts for his opinion and decision, or with the consent of such Judge to either of the Superior Courts, for their opinion and decision;

Appeal to Superior Courts.

(4) To appeal within one month after the rendering of judgment in any case in which Inspectors, Trustees, Teachers and others acting under the provisions of the School Acts are parties, from the decision of a Division Court Judge to either of the Superior Courts of Law at Toronto, by serving notice in writing of such appeal upon the Clerk of the Division Court appealed from, which appeal shall be entitled "The Chief Superintendent of Education for Ontario, Appellant, in the matter between (A. B. and C. D.);"

Payment of costs.

(*a*) All costs awarded against the Appellant, and all costs incurred by him, shall be paid by the Chief Superintendent, and charged as Contingent Expenses of his Office.

10. Certain Grants Authorized.

Certain grants authorized.

33. Out of any Grants made from time to time in aid of Public and High Schools, the Lieutenant-Governor may authorize the expenditure annually of such sums as may, from time to time, be voted by the Legislative Assembly for the purposes following:—

1. *Under the authority of the Council of Public Instruction.*

Under the regulations of the Council of Public Instruction.

(1) For the Salaries of Officers, and other Contingent expenses of the Normal Schools;

(2) For facilitating the attendance of Teachers-in-training at the Normal Schools;

(3) For the support of the Normal and Model Schools;

(4) For the payment of Inspectors of High Schools and Collegiate Institutes;

(5) For the support of Superannuated Public and High School Teachers;

2. *Through the Chief Superintendent of Education.*

(6) For the purchase, from time to time, of Books, Publications, Specimens, Models, and Objects, suitable for a Canadian Library and Museum, to be kept in the Normal School Buildings at Toronto, and to consist of Books, Publications, and Objects relating to Education and other departments of Science and Literature, and Specimens, Models, and Objects illustrating the Physical Resources and Artificial Productions of Canada, especially in reference to Mineralogy, Zoology, Agriculture, and Manufactures; Through the Chief Superintendent of Education. Museum.

(7) For supplying a copy of the *Journal of Education* to every School Corporation, and every School Inspector; Journal of Education.

(8) For the establishment and support of Libraries in connection with the Schools; Libraries.

(9) For providing the Schools with Maps and Apparatus and Prizes upon the same terms, and in the same manner as Books are provided for School Libraries; Prizes, maps, and apparatus.

(10) For the payment of a Salesman and Assistant Clerks of the Public Library, Prize, Map and School Apparatus Depositories, in connection with the Department of Public Instruction; Depository clerks.

(11) For the encouragement of Teachers' Institutes; Teachers' Institutes.

(12) For procuring Plans and publications for the improvement of School Architecture and Practical Science, in connection with Schools; School Architecture.

(13) For special aid to Public Schools in new and poor Townships. Poor Schools.

PART III.—HIGH SCHOOLS AND THEIR DISTRICTS.

1 Existing Divisions—Agreements.
2. Name of High School—Place of Holding the School—Its Discontinuance.
3. High School Districts to be Defined.
4. Establishment of New High Schools.
5. Powers of Boards in High School Districts.
6. High School Districts in Cities and Towns Separated.

1. Existing Divisions—Agreements.

34 All the High School and Collegiate Institute divisions and districts, together with all Election and Appointments to office, all Agreements, Contracts, Assessments, and Rate Bills, heretofore duly made in relation to High Schools and Collegiate Institutes, and existing when this Act comes into force, shall continue subject to the provisions of this Act. Existing High School organizations continued.

2. Name of High School—Place of Holding it, and its Discontinuance.

35. There shall be a High School, or High Schools, or Collegiate Institute, in every County and union of Counties, to be distinguished by prefixing to the words High School, or Collegiate Institute, the name of the City, Town, or Village with the limits of which any High School, or Institute, may be situate. Name of each County High School.

36. The place of holding any High School in a County, or union of Counties, may be changed at the end of the then civil year by the Council of the County within which it is established, by a By-law or Resolution Place of holding.

passed for that purpose at, or before, the June Session, and approved of by the Lieutenant-Governor, on the report and recommendation of the Chief Superintendent of Education.

Discontinuance of High School.

37. Every County Council, at, or before, its June Session in any year, but not later, shall have authority, (with the concurrence of the Lieutenant-Governor, on the report and recommendation of the Chief Superintendent of Education) to decide upon the discontinuance, at end of the then civil year, of any existing High School in any part of the County within the jurisdiction of the said County Council.

3. High School Districts to be Defined.

High School districts to be defined.

38. Every County Council shall, from time to time, determine the limits of a High School District for each High School, or Collegiate Institute, existing in the County and within its Municipal jurisdiction.

Districts for new Schools.

39. Any County Council may, (under the restrictions prescribed in the next succeeding Section of this Act), form a Village or Town, and the whole, or part of one, or more, adjoining Townships, within its jurisdiction, into a new, or additional, High School District in the County.

4. Establishment of New High Schools.

Establishment of new High Schools—restriction.

40. No additional High School shall be established by a County Council in any County, except at or before its June Session in any year, and unless the High School Fund shall be sufficient to allow of an apportionment at the rate of not less than Four hundred dollars per annum to be made to such additional School, without diminishing the Fund which was available for High Schools during the next preceding year;

(*a*) Within this restriction, it shall be lawful for the Lieutenant-Governor, on the report and recommendation of the Chief Superintendent of Education, to authorize the establishment of an additional High School in any County at the end of the then civil year.

5. Powers of Boards in High School Districts.

Powers of Boards.

41. The High School, or Collegiate Institute, Board of any District formed by the County Council, shall possess all the powers within the said District for the support and management of the High School, or Institute, and in respect of the County Council, as are possessed under this Act by High School Boards generally, in respect to the support and management of the High Schools under their care.

6. High School Districts in Cities and Towns Separated.

Cities to be Counties for High School purposes.

42. Every City, and every Town separated for municipal purposes from the County in which it is situated, and the High School District of every Town separated, shall, for all High School purposes, be a County; and its Municipal Council shall be invested with all the High School powers possessed by County, City, or Town, Councils.

High School districts for towns separated.

43. In case of High Schools situated in Towns separated from the jurisdiction of a County Council, it shall be lawful for such Council, and the Council of the Town, by such joint action as may be agreed upon, to unite the whole, or any part of an adjoining Township, or adjoining Townships,

Terms and conditions.

with such Town, so as to form a High School District, upon such terms and conditions, and for such period as may be mutually concurred in;

(a) Such District, when formed, shall be within the jurisdiction of the Town Council and High School Board for all High School purposes.

PART IV.—MUNICIPAL COUNCILS AND THEIR DUTIES.

1. Obligitory Municipal Assessment for High Schools.
   1. *County and City.*
   2. *City, Town, Town separated, Village and Township.*
   3. *High School Districts.*
2. Voluntary Municipal Assessment.
3. Moneys to be Paid to Treasurer.—Audited Accounts.

1. Obligatory Municipal Assessment for High Schools.

Equivalent to grant.

44. A sum equal to one-half of the amount paid by the Government to any High School, or Collegiate Institute, in a City, or Town withdrawn from the jurisdiction of the County, together with such other sums as may be required for the accommodation and support of such School, shall be provided by the Municipal Council of such City, or Town, upon the application of the High School Board.

County to pay equivalent.

45. In the case of a High School in a Town not withdrawn from the County, or in an incorporated Village, or Township, one-half of the amount paid by the Government, shall be paid by the Municipal Council of the County in which such High School, or Collegiate Institute, is situated, upon the application of the High School Board; and such other sums as may be required for the maintenance and School Accommodation of the said High School, shall be raised by the Council of the Municipality in which the High School is situated, upon the application of the High School Board; or in the event of the County Council forming the whole or part of a County into one, or more, High School Districts, then such other sums as may be required for the maintenance of the said High School shall be provided by the High School District, upon the application of the High School Board; such sums shall be raised in the manner provided in the next Section of this Act.

High School Districts to raise other sums.

Manner.

46. The Council of any Municipality, or the Councils of the respective Municipalities, out of which the whole, or part, of such High School District is formed, shall, upon the application of the High School Board, raise the proportion required to be paid by such Municipality, or part of the Municipality, from the whole or part of the Municipality, as the case may be

2. Voluntary Municipal Assessment.

47. The Council of every County, City, and Town separated from the County for municipal purposes, may pass By-laws for the following purposes:—

Aiding High Schools.

(1) For making provision by local Assessment, in addition to that required to be made by this Act, for procuring Sites for High Schools, for renting, building, repairing, furnishing, warming, and keeping in order High School Houses and their Appendages, Grounds, and Enclosures;

Lands for High Schools.

(2) For obtaining within the County, or in any City, or Town separated from the County, as the wants of the people may most require, the Real Property requisite for erecting High School Houses thereon, and for other High School Purposes, and for preserving, improving, and repairing such High School Houses, and for disposing of such Property when no longer required;

Additional provision.

(3) For making provision, (additional to that required to be made by this Act), in aid of such High Schools, as may be deemed expedient by the Council;

Pupils competing for University prizes.

(4) For making a permanent provision for defraying the expenses of the attendance at the University of Toronto, and at the Upper Canada College and Royal Grammar School there of such of the Pupils of the High Schools, or Collegiate Institutes, of the County as are unable to incur the expense, but are desirous of, and in the opinion of the respective Masters of such High Schools, or Collegiate Institutes, possess competent attainments for competing for any Scholarship, Exhibition, or other similar prize, offered by such University, or College;

Attendance at High School.

(5) For making similar provisions for the attendance at any High School, or Collegiate Institutes, for like purposes, of Pupils of the Public Schools of the Municipality;

Endowing fellowships.

(6) For endowing such Fellowships, Scholarships, or Exhibitions, and other similar Prizes, in the University of Toronto, and in the Upper Canada College, and Royal Grammar School there, for competition among the Pupils of the High Schools of the County, as the Council deems expedient for the encouragement of learning amongst the youths thereof.

3.—Moneys to be paid to Treasurer.—Audited Accounts.

Moneys to be paid to treasurer.

48. All moneys raised in any Municipality, or High School District, by local Assessment, Subscription, Fees, or otherwise, under the authority of this Act, shall be paid over to the High School Treasurer in such Municipality, or District;

(*a*) All local Assessments and Subscriptions for the support of High Schools, or Collegiate Institutes, shall be payable on or before the fourteenth day of December in every year.

Audit of High School treasurer's accounts.

49. The Treasurer of every High School Board shall give security to the Board appointing him for the due and faithful performance of his duties, and shall submit his Accounts to the Municipal Auditors to be audited by them in the same manner as the Municipal Treasurer's Accounts are audited;

(*a*) It shall be the duty of the Municipal Auditors to audit such Accounts of the Treasurer.

PART V.—HIGH SCHOOL TRUSTEES AND THEIR DUTIES.

1. Appointment of High School Trustees.
   1. *In a City.*
   2. *In Towns and Villages.*
   3. *In a Town separated.*
   4. *Retiring Trustees.*
2. Powers and Duties of High School and Collegiate Institute Trustees.
3. Union of High and Public Schools.
4. Admission of Pupils to High Schools—Non-residents.

1. Appointment of High School Trustees.

City and town to appoint six trustees.

50. The Council of every City shall, from time to time, appoint, in the manner provided by this Act, a Board of Trustees for the High School, or Collegiate Institute, within its jurisdiction, consisting of six fit and proper Persons.

Restriction.

51. When, and so long as the only High School of the County is situate within a City, the Council of such County shall appoint one-half of the Trustees of such High School.

County council to appoint three trustees.

52. Every County Council shall, from time to time, select and appoint three fit and proper Persons as Trustees of each High School or Collegiate Institute, situated in a Town not separated from the County for municipal purposes, or in an incorporated Village;

Town and village council to appoint three trustees

(a) The Corporation of the Town or incorporated Village, within the limits of which the High School, or Collegiate Institute, is, or may be situated, shall also, from time to time, appoint three fit and proper Persons as Trustees of such High School, one of whom, in the order of their appointment in each case, shall annually retire from office on the thirty-first day of January in every year.

County council to appoint six trustees in villages.

53. The County Council may, from time to time, appoint and determine the continuance and succession in office, in the manner hereinafter provided, of six duly qualified Persons as Members of the High School Board of any High School established in an unincorporated Village, with the sanction of the Lieutenant-Governor.

Appointment of High School trustees in towns separated.

54. In case a County Council shall, in any year, raise by Assessment the equivalent of at least one-half of the amount of the Legislative Grant which may be made to a High School, or Collegiate Institute, situated in a Town separated from the Municipal jurisdiction of such Council, it shall be lawful for such Council to appoint, for the ensuing year, one-half of the Trustees of the High School, or Collegiate Institute;

Alternative condition.

(1) Should the County Council not raise such equivalent, then the whole of the Trustees of such High School shall be appointed by the Municipal Council of the Town concerned.

Continuance in office.

55. The Members of every High School, or Collegiate Institute, Board in office at the time this Act comes into force, shall continue in office as such Trustees, as herein provided, (unless a vacancy occurs, for which provision is hereinafter made,) and on the thirty-first day of January then next, and annually, on the thirty-first day of January in every year, two of the Members of such Board for the time being, shall retire from said Board in rotation, according to seniority in office.

Rotation.

Mode of filling vacancies.

56. Any occasional vacancy in a High School, or Collegiate Institute, Board, arising from death, resignation, removal from the Municipality, or otherwise, of a Trustee, shall be filled up by the County, City, Town, or Village Council, as the case may be; provided that the Person appointed to fill such occasional vacancy shall hold office ony for the unexpired part of the term for which the Person whose place shall have become vacant was appointed to serve.

City and town separated to appoint trustees.

57. Except in the cases provided for in the Fifty-first and Fifty-fourth Sections of this Act, the Council of every City and Town separated from the County for municipal purposes, at the first Meeting to be held after the first day of January in each year, shall appoint two Trustees to fill the vacancies caused by the annual retirement of that number of Trustees from the High School, or Collegiate Institute, Board.

County, Town and village to appoint trustees.

58. The Council of every County, the Council of every Town not separated from the County for municipal purposes, and the Council of every incorporated Village, as the case may be, at their first Meetings to be held after the first day of January in each year, shall each appoint one Trustee to fill the vacancies caused by the annual retirement of two Trustees of the High School, or High Schools, or Collegiate Institute, within their jurisdiction.

Retiring trustees.

59. Any retiring Trustee of a High School may, with his own consent, be reappointed to office by a Municipal Council;

(*a*) All Trustees for the time being shall hold office until their Successors are appointed.

2. Powers and Duties of High School and Collegiate Institute Trustees.

High School trustees to be a corporation. —Powers.

60. The Trustees of every High School, or Collegiate Institute, shall be a Corporation, by the name of "The High School, (or Collegiate Institute) Board," prefixing to the term "High," or "Collegiate Institute," the name of the City, Town, or incorporated Village, within which such High School, or Collegiate Institute, is situated, and shall have and possess all the powers usually enjoyed by Corporations, so far as the same are necessary for carrying out the purposes of this Act.

Duties of the Board of High School trustees.

61. It shall be the duty of the Trustees of every High School, or Collegiate Institute, Board, three of whom shall form a quorum for the transaction of business;

(1) To meet annually at or near the place where each School under their charge is held, on the first Wednesday in February in each year.

1. *Appoint Officers. Take Charge of School. Erect and Repair Houses.*

To appoint Chairman, &c.

(2) To appoint annually, or oftener, from amongst themselves a Chairman of the Board:

To fix meetings of the Board.

(3) To fix the times and places of the Board Meetings, the mode of calling and conducting them, and of keeping a full and correct account of the proceedings of such Meetings;

To take charge of County High School.

(4) To take charge of the High School, or Collegiate Institute, for which they have been appointed Trustees, and the Buildings and Lands appertaining to it;

To erect, repair and furnish schools, etc.

(5) To do whatsoever they may deem expedient with regard to erecting, repairing, warming, furnishing, and keeping in order the Buildings of such School, or Collegiate Institute, and its Appendages, Land, and Enclosures belonging thereto;

2. *Apply for Moneys—Appoint Teachers—Conduct School—Report.*

Councils to supply additional funds.

(6) To apply (as the case may be) to the Municipal Council of the City, or of the Town separated from the County for municipal purposes, for such sum, or sums, which said Board may require for the support, management, and School Accommodation, and other necessary expenses of their High School, or Collegiate Institute, and which said Council is required by this Act to raise by local Assessment for these purposes;

(*a*) The Board of a High School District shall apply to the Council of the Municipality, or Councils of the respective Municipalities, out of which the whole, or part, of the High School District is formed, for such sums as are authorized by the Forty-fifth Section of his Act;

(7) To apply to the Councils of the Municipalities mentioned in the Forty-seventh Section of this Act, for any additional moneys which said Councils may raise for High School, or Collegiate Institute, purposes, under the authority of this Act;

To collect fees.

(8) To settle the amount to be paid by Parents and Guardians for each Pupil attending the School, or Institute, and to fix the times of payment, and apply the moneys received therefor as they may judge expedient

towards making up the Salaries of Teachers, providing the proper Apparatus, Maps, Text, Library and Prize Books, daily and general Entrance Registers, and defraying any other necessary expenses of the School, or Institute; and they may sue for and recover such amounts, and, when collected, the same shall be paid over to the Treasurer of the said High School, or Collegiate Institute, Board;

To give orders on treasurer for salaries and expenser.

(9) To give the necessary orders upon the Municipal Treasurer for the amount of Public Money to which the School is entitled, and upon their own Treasurer for any moneys in his hands, for the payment of the Salaries of the Masters, Teachers, and other Officers and Servants of the School, or Institute, and of any other necessary expenses;

To appoint and remove Masters, Teachers.

(10) To remove, if they see fit, and in case of vacancies, appoint a legally qualified Master and other Teachers, of competent ability and good morals, in the School, or Institute, and to fix their Salaries and prescribe their duties;

Officers and servants.

(11) To appoint such other Officers and Servants in the School, or Institute, as they may judge expedient, and fix their remuneration;

Give instruction in all the higher branches.

(12) To make provision for giving to both male and female Pupils in their High School, or Collegiate Institute, by legally qualified Teachers of competent ability and good morals, instruction in all the higher branches of a practical English and Commercial Education, including the Natural Sciences, with special reference to Agriculture, the elements of Mathematics, Natural Philosophy and Mechanics, and also for giving instruction in the Latin, Greek, French, and German Languages, (to those Pupils whose Parents, or Guardians, may desire it,) so far as to prepare Students for University College, or any College affiliated to the University of Toronto,—according to a Programme of Studies, General Rules and Regulations, which shall be prescribed from time to time by the Council of Public Instruction, with the approval of the Lieutenant-Governor;

Conduct of School. Text books.

(13) To see that their School, or Institute, is conducted according to the provisions of this Act, and of the General Rules and Regulations provided under its authority; that the Pupils of the School, or Institute, are supplied with proper Text-books; and that public half-yearly examinations of the Pupils are held, and due notice given of them;

Examinations.

To make an annual report to chief superintendent.

(14) To prepare and transmit, before the fifteenth day of January, to the Chief Superintendent of Education, an Annual Report, in accordance with a form of Report which shall be provided by him for that purpose, and which Report shall contain a full and accurate account of all matters appertaining to the School, or Institute.

3. *Preparatory Classes, or Schools.*

62. It shall be competent for the Board of Trustees of any High School, or Collegiate Institute;

Preparatory classes.

(1) To establish a Preparatory School Class, or Classes, for the preparation of Pupils for admission to such High School, or Collegiate Institute;

Proviso as to teaching.

(*a*) No Master, or Teacher, employed in the High School, or Collegiate Institute, shall teach in such preparatory School, Class, or Classes;

As to grant.

(*b*) No part of the Legislative Grant, or of the County Assessment for High School, or Collegiate Institute, purposes shall be applied toward the expenses of the establishment, teaching or maintenance, of such Preparatory School, Class, or Classes;

As to assessment.

(*c*) No additional local Assessment for High School, or Collegiate Institute, purposes shall be applied towards such expenses without the consent of the Council of the Municipality, in which the High School, or Collegiate Institute, is situated;

Union of High and Public Schools.

Case of union of High and Public School Trustees provided for.

63. In all cases of the union of High School, (or Collegiate Institute,) and Public School Trustee Corporations now existing, all the Members of both Corporations shall constitute a joint Board, and shall, as long as the union exists, be a Corporation, under the name of *The Board of Education for the City;* (Town, or incorporated Village of , or in School Section, Number in the Township of , as the case may be);

Quorum, etc.

(*a*) Seven of the Members of the Board shall form a quorum; and such Board shall have the powers of the Trustees of both the Public and High Schools. The Board shall furnish the Chief Superintendent of Education with the lists specified in the Fifteenth and Seventeenth Sections of this Act, and may, at its discretion, supplement the Pension granted to any Teacher, by the Council of Public Instruction;

Union may be dissolved.

(*b*) The union may be dissolved at the end of any year by Resolution of a majority present at any lawful Meeting of the said Board of Education called for that purpose;

Disposition of School property.

(*c*) On the dissolution of such union, the School property held, or possessed, by the Board of Education at the time shall be divided, or applied to School purposes, as may be agreed upon by a majority of the Public School Trustees and of the High School, (or Collegiate Institute,) Trustees respectively, present at Meetings called for that purpose; or, if they fail so to agree within the space of six months after such dissolution, then the division shall be made by the Municipal Council of the City, Town, or incorporated Village within the limits of which such Public and High Schools, (or Collegiate Institute,) are situated; and, should the High School be situated in a School Section, or unincorporated Village, the division, (in case of failure to agree as aforesaid,) shall be made by the County Council;

By whom made.

Public School not to be united with High School.

(*d*) After the first day of July, One thousand eight hundred and seventy-four, no Public School, or department thereof, shall be united with a High School, or Collegiate Institute.

4. Admission of Pupils to High Schools—Non-Residents.

Board of examiners for the admission of pupils.

64. The County, City, or Town, Inspector of Schools, the Chairmen of the Public and High School, or Collegiate Institute, Boards, and the Head Master of the High School, or Collegiate Institute, shall constitute a Board of Examiners for the admission of Pupils to the High School, or Collegiate Institute, as follows:—

Papers and instructions to be sent.

(1) The Papers of Questions prepared for the uniform examination of Pupils for Admission to High Schools and Collegiate Institutes, by the Central Committee appointed by the Council of Public Instruction, (with the value assigned to each Question, and with directions from the Chief Superintendent of Education, or instructions, as to any further examinations which the Council may desire to be made *viva voce*) are to be transmitted by the Chief Superintendent to the Inspector of Public Schools of the City, (in case of a City), or of the County (in case of a County), or of a Town in the territorial limits of the County;

Provisional admission.

(2) The local Board of Examiners shall have authority to admit provisionally any Pupil who shall have duly passed the required examinations under the Regulations prescribed by this Act, and directions given by the Chief Superintendent;

(3) The Inspector shall prepare a Return, (in a form to be provided for that purpose,) with respect to every examination; and he shall forward the Return, together with the Answers of the Pupils, to the Chief Superintendent of Education within ten days after the Examination, in order that the same may be considered and reported upon to the Chief Superintendent by the Central Committee; and the Committee shall report thereon, and confirm, disallow, or cancel, the admission of any Pupil, or may require of any Pupil further tests of proficiency in any subject of the prescribed Programme of Examination; Inspector's return to Chief Superintendent. Central Committee.

(4) Where, in any County, or union of Counties, there is a Collegiate Institute, as well as a High School, or where there are in any County, or union of Counties, more High Schools than one, or where from illness, or other unavoidable cause, the Public School Inspector is not able to attend in person, he may appoint another duly qualified Person to act as Presiding Examiner in his place at the examination of Candidates for Admission to any High School, or Collegiate Institute; Inspector may appoint a person to preside.

(5) The Person so appointed shall be bound by the same Regulations as if he were the Presiding Inspector, and shall be entitled to the like remuneration for his attendance; and, at the close of the Examination, he shall, (if a Member of the local Board of Examiners), lay before the Board or, (if he be not such Member), he shall forthwith deliver, or transmit, to the Inspector, to be laid before the Board, the Examination Papers and Answers of the Candidates; Duties and allowance.

(6) The County Inspector, for the services performed by him in a County, or Village, under this Section of the Act, shall be paid by the Council of the County the same remuneration for his time, Travelling and other expenses, as a Member of the County Council receives, and such additional allowance as may be determined by such Council; Inspector. Duties and pay.

(7) The City, or Town, Inspector shall be paid by the Public School Board of such City, or Town, a sum at the rate of Five dollars per day while engaged in the Examination;

(8) The County Council, or City, or Town, Board, aforesaid, (as the case may be), shall respectively provide for the payment of the Inspector, and also of the contingent expenses of the Examination, as certified by the Board of Examiners; Contingent expenses.

(9) The Inspectors of High Schools shall see that the Regulations and Programme of Examination, provided by the Council of Public Instruction, are duly observed in the Admission of Pupils to the High Schools and Collegiate Institutes. Inspector to see to observance of Regulations.

65. Pupils residing in any part of the County, or union of Counties, shall have the right to attend any of the High Schools, or Collegiate Institutes, in the County, or union of Counties, upon the same terms as to payment of fees, or otherwise, as Pupils resident in the Town, incorporated Village, or School division, within which the High School, or Collegiate Institute, is situated; Admission of pupils from county.

(*a*) This Section of the Act shall not apply to High Schools, or Collegiate Institutes, in Cities or in Towns separated from the County, or union of Counties, unless the County Council shall provide the required equivalent to the Legislative Grant. Exception.

PART VI.—HIGH SCHOOL GRANTS AND OTHER MONEYS

1. Basis of Apportionment to High Schools.
2. Grant Payable Half-Yearly.
3. Condition of Paying High School Grant.

1. Basis of Apportionment to High Schools.

Basis of apportionment to the High Schools.

66. The High School Grant shall be exclusively applied in aid of High Schools and Collegiate Institutes conducted according to law, and shall be apportioned to each High School, and Collegiate Institute, upon the basis, as compared with other High Schools and Collegiate Institutes, of the length of time each such High School, or Collegiate Institute, is kept open, of the daily average attendance of Pupils at such High School, or Collegiate Institute, and of their proficiency in the various branches of study named in the Programme of Studies and General Regulations prescribed according to law for High Schools and Collegiate Institutes.

Inspectors to see to the admission of pupils.

67. The attendance of Pupils at every High School and Collegiate Institute shall be certified by the Head Master and Trustees thereof, and shall be verified by an Inspector of High Schools.

Apportionment to each High School.

68. The sums of money apportioned out of the High School Grant shall be distributed amongst the several High Schools and Collegiate Institutes within the restrictions imposed by this Act, and under such Rules and Regulations as may, from time to time, be made by the Council of Public Instruction, and approved by the Lieutenant-Governor.

2. Grant Payable Half-Yearly.

High School apportionment payable half-yearly.

69. The sums of money apportioned to each High School, and Collegiate Institute, shall be payable half-yearly to the Treasurer of the County entitled to receive it, in such manner as may be determined by the Lieutenant-Governor.

3. Condition of Paying High School Grant.

High School Fund to be expended on Teachers' salaries only.

70. All moneys apportioned to a High School, or Collegiate Institute, by the Chief Superintendent, together with a sum, at least equal to one-half of the amount thus apportioned to such School, raised under the authority of this Act, by local Municipal Assessment, shall be expended in the payment of the Salaries of Masters and Teachers, and for no other purpose.

Condition of sharing in High School fund.

71. No High School or Collegiate Institute shall be entitled to receive any part of the High School Fund which is not conducted according to this Act and to the Programme, Rules and Regulations provided by Law; nor unless a sum shall be provided from local sources, exclusive of Fees, at least equal to half of the sum apportioned to such High School, or Institute, and expended in the payment of Teachers' Salaries.

PART VII.—HIGH SCHOOL AND COLLEGIATE INSTITUTE MASTERS.

1. Head Masters to be University Graduates.
2. Settlement of Disputes.
3. Superannuation Allowance.
4. Entitled to Holidays and Vacations.—Cases of Sickness.—Registers.

1. Head Masters to be University Graduates.

Head Masters to be University Graduates.

72. After the passing of this Act no person shall be deemed to be legally qualified to be appointed Head Master of a High School, or Collegiate Institute, unless he be a Graduate in Arts of some University within the British Dominions, and furnish satisfactory evidence to the Council of Public Instruction of his knowledge of the Science and Art of Teaching, and of the Management and Discipline of Schools; but any Person legally qualified and employed as Head Master in any High School, or Collegiate Institute, before the passing of this Act, shall be deemed qualified notwithstanding this Section.

2. Settlement of Disputes.

Settlement of disputes.

73. All matters of difference between Trustees, Masters and Teachers of High Schools and Collegiate Institutes, in regard to salary or other remuneration shall be brought and decided in the Division Court, by the Judge of the County Court, in each County: Provided always that the decisions of any County Judge in such cases may be appealed from, as provided for in the Public School Act.

Division Court judgment may be enforced.

74. In pursuance of a Judgment, or Decision given by a County Judge in a Division Court, under the authority of the foregoing Section, and not appealed from, execution may issue from time to time, to recover what may be due of the amount which the Judge may have decided the Plaintiff entitled to, in like manner as on a judgment recorded in a Division Court for a debt, together with all fees and expenses incidental to the issuing thereof and levy thereunder.

3. Superannuation Allowance.

Right of teachers to retire.

75. Every Teacher who, while engaged in his profession, contributes to the Superannuated Teachers' Fund as provided by Law, shall, on reaching the age of Sixty years, be entitled to retire from the profession at his discretion, and receive an allowance, or Pension, at the rate of six dollars per annum for every year of such service in Upper Canada, or Ontario, upon furnishing to the Council of Public Instruction satisfactory evidence of good moral character, of his age, and of the length of his service as a Public, or High School, Teacher in Upper Canada, or Ontario;

Pension on reaching 60 years of age.

Condition of pension.

Supplementing pensions.

(1) Such Pension may be supplemented out of local funds by any Municipal Council, or Public, or High, School Board, or Board of Education, at its pleasure.

Teachers under 60.

76. Every Teacher under sixty years of age who has contributed as aforesaid and who is disabled from practising his profession, shall be entitled to a like Pension, or local supplementary allowance, upon furnishing to the Council from time to time, in addition thereto, satisfactory evidence of his being disabled.

$1 per annum extra to certain teachers.

77. Every Teacher entitled to receive an allowance from the Superannuated Teachers' Fund, who holds a First-class, or Second-class, Provincial Certificate, or who is an authorized Head Master of a High School, or Collegiate Institute, shall, in addition to said allowance, or Pension, be entitled to receive a further allowance at the rate of one dollar per annum for every year of service while he held such Certificate, or while he acted as Head Master of a High School, or Collegiate Institute.

Proviso in regard to good moral character.

78. The retiring allowance shall cease at the close of the year of the death of the Recipient, and may be discontinued at any time should the pensioned Teacher fail to maintain a good moral character, to be vouched for (when required) to the satisfaction of the Council of Public Instruction.

Resume profession.

79. If any pensioned Teacher shall, with the consent of the Council, resume the profession of teaching, the payment of his allowance shall be suspended for the time of his being so engaged; and, in case of his again being placed by the Council on the superannuation list, a Pension for the additional time of teaching shall be allowed him, on his compliance with the Law and Regulations.

4. Entitled to Holidays and Vacations.—Cases of Sickness.—Registers.

Conditions to entitle Teachers to share in the fund.

80. No Teacher shall be entitled to share in the said Fund unless he has contributed to such Fund the sum of four dollars, or more, per annum, for and during the period of his teaching School.

Teacher entitled to holidays and vacations.

81. Every Master, or Teacher of a Public, or High, School, or Collegiate Institute, shall be entitled to be paid his Salary for the authorized Holidays occurring during the period of his engagement with the Trustees, and also for the Vacations which follow immediately on the expiration of the School Term during which he has served, or the term of his agreement with such Trustees;

Case of sickness.

(*a*) In case of sickness, certified by a Medical Man, he shall be entitled to his Salary during such sickness for a period at the rate of not exceeding four weeks for the entire year; which period may be increased at the pleasure of the Trustees.

Four weeks allowed.

Vacation from 1st July to 15th August in High Schools.

82. The Summer Vacation in the High Schools and Collegiate Institutes shall be from the first day of July until the fifteenth day of August inclusive.

Teachers general and class register.

83. Every Master of a Public, or High, School, or Collegiate Institute, shall keep, in the prescribed form, general entrance and daily class Registers, and he shall record therein the admission, promotion, removal, or otherwise, of the Pupils in his School;

(*a*) The said Registers shall be provided at the expense of the School by the Trustees thereof.

Masters of certain High Schools shall make and transmit meteorological observations.

84. The Master of every High School, or Collegiate Institute, at which a Meteorological Station is, or may be, authorized, as provided by this Act, shall make the requisite Observations for keeping, and shall keep a Meteorological Journal embracing such Observations, and kept according to such form as they may from time to time be directed by the Council of Public Instruction; and all such Journals, or abstracts of them, shall be sent monthly by such Master to the Chief Superintendent of Education.

Meteorological instruments.

85. Every authorized High School, or Collegiate Institute, Meteorological Station, shall be provided, at the expense of the County, City, or Town, with the following Instruments:—

One Barometer; one Thermometer for the temperature of the Air; one Daniel's Hygrometer, or other instrument for showing the Dew-point; one

Rain-gauge and measure; one Wind-vane; Books for registering Observations, and forms and abstracts therefor.

Allowances for making Meteorological reports.

86. Every High School and Collegiate Institute Meteorological Station at which the daily Observations are made, as required by law, shall be entitled to an apportionment, additional to that made to the High School out of the High School Fund, at a rate not exceeding Fifteen dollars per month for each consecutive month during which such duty is performed, and satisfactory Journals, or monthly abstracts thereof, (according to the Form and Regulations provided by the Department of Public Instruction) are furnished to the Chief Superintendent of Education by the Head Master Observer, who shall certify that the Observations required have been made with due care and regularity.

PART VIII.—HIGH SCHOOL SITES AND OTHER PROPERTY.

1. High School Property vested in Trustees.
2. Special Cases provided for.
3. Special Grants of School Sites.

1. High School Property vested in Trustees.

High School property vested in trustees.

87. All property heretofore given, or acquired, in any Municipality, and vested in any Person, or Persons, or Corporation, for High School, or Collegiate Institute, purposes, or which may hereafter be so given, or acquired, shall vest absolutely in the Corporation of High School, or Collegiate Institute, Trustees having the care of the same, subject to such trusts as may be declared in the Deed, or Instrument, under which such property is held.

2. Special Cases Provided for.

Crown cases provided for if site be not suitable.

88. In case any Lands in Ontario have been, or, after the passing of this Act shall be surrendered, granted, devised or otherwise conveyed, to the Crown, or to the Trustees of any High School, or Collegiate Institute, or to any Trustees, in trust for the purposes of, or as a Site for, any such High School, or Collegiate Institute, or for any other Educational Institution established in any County, or place therein for the benefit of the inhabitants thereof generally, and, in case such Lands be found not to afford the most advantageous Site for such School, or Institution, or there being no School, or Institution, bearing the precise designation mentioned in the Deed of Surrender, Grant, Devise, or other Conveyance, or in case it may be for the benefit of such School, or Institution, that such Lands should be disposed of, and others acquired in their stead, for the same purpose, or the proceeds of the sale applied thereto, then such Lands may be surrendered and conveyed, as hereinafter provided.

Such lands may be surrendered to the Crown.

89. The Trustees in whom any Lands mentioned in the next preceding Section of this Act are vested in trust, as aforesaid, may, (with the consent of the Municipal Council, expressed at a legal Meeting, and certified under the hand of the Head, and the corporate Seal, of the Municipality in which such School, or Institution, has been or is to be established), surrender and convey such Lands to the Crown unconditionally, and such Conveyance shall vest the Lands absolutely in the Crown, without formal acceptance by the Crown, the Governor, or any other Officer, or Person, for the Crown.

Such land to be sold for the benefit of such school, etc.

90. Any Lands surrendered, granted, devised, or otherwise conveyed to the Crown for any such purpose as aforesaid, may be sold by order of the

Governor-in-Council, and the proceeds applied to the purchase of other Lands to be vested in the Crown for the purpose of the same School, or Institution, or, in the case of there being no School bearing the precise designation intended as aforesaid by the person who granted, or devised, the Lands to the Trustees, from, or through whom the Lands so sold came to the Crown, then, for the purposes of the High School, or Collegiate Institute, or other Public Educational Institution established for the benefit of the inhabitants of the Municipality generally, which, in the opinion of the Governor-in-Council comes nearest in its purposes and designs to that intended by such Person as aforesaid.

Lands purchased with proceeds.

91. If such proceeds be applied to the purchase of Lands for High School, or Collegiate Institute, purposes, the title to such Lands may be vested in the Board of Trustees for any High School, or Collegiate Institute, by their corporate name; and if there be any surplus of such proceeds after such purchase, or, if it be found that no Lands are required as a Site for, or for other purposes of such School, or Institution, then such surplus, or proceeds, (as the case may be), may be invested, or applied, for the purposes of such School, or Institution, in such manner as the Governor-in-Council deems most for the advantage thereof.

Purchasers not to see to trusts.

92. No Purchaser of Land from the Crown, under this Act, shall be in any way bound to see to the application of the purchase money.

Private rights protected.

93. Nothing in this Act shall impair the rights of any private party in, or upon, any Lands, in so far as such rights would have existed and could be exercised without this Act.

Crown may grant such lands, etc.

94. The Crown may grant to the Trustees of any High School, or Collegiate Institute, or of any other Public Educational Institution established for the benefit of the inhabitants of the Municipality generally, any Lands which may have been, or may, after the passing of this Act, be surrendered, granted, devised, or otherwise conveyed to the Crown, as aforesaid.

3. Special Grants of School Sites.

Conveyance of property for school sites to trustees.

95. In case any Persons residing in Ontario, interested in any School established in any City, Town, Village, or Township therein, whether as Parents of children frequenting such Schools, or as Contributors to the same, or both, have occasion, or are desirous to take a conveyance of Real Property for the use of such Schools, such Persons may elect from among themselves, and appoint any number of Trustees, not exceeding seven, nor less than five, to whom, and to whose Successors, to be appointed in the manner specified in the Deed of Conveyance, the Real Property requisite for such School may be conveyed.

Powers of trustees do not extend to public schools.

96. Any such Trustee, and their Successors in perpetual succession, by the name expressed in such Deed, may take, hold and possess such Real Property; and commence and maintain any action at law or in Equity, for the protection thereof, and of their right thereto; but there shall not be held in trust as aforesaid, more than ten Acres of Land at any one time, for any one School; and this Section shall not extend to Public Schools.

Registration of deed.

97. The Trustees shall, within twelve months after the execution of any such Deed, cause the same to be registered in the Office of the Registrar of the County in which the Land lies.

PART IX.—MISCELLANEOUS PROVISIONS.

1. Collegiate Institutes Authorized.
2. Allowance for Elementary Military Instruction.
3. Penalty for Disturbing High Schools.

1. Collegiate Institutes Authorized.

Collegiate Institutions.

98. And whereas it is desirable to encourage the establishment of superior Classical Schools, it shall be lawful for the Lieutenant-Governor to confer upon any High School in which not less than four Masters are fully employed in teaching the subjects of the prescribed Curriculum, and in which the daily average of male Pupils studying the Latin, or Greek, Language shall not be less than sixty, the name Collegiate Institute:—

Grant in support of Collegiate Institutes.

(*a*) Towards the support of such Collegiate Institute it shall be lawful for the Lieutenant-Governor to authorize the payment of an additional sum, at the rate of, and not exceeding, Seven hundred and fifty dollars per annum, out of moneys granted for this purpose;

Proviso.

(*b*) If, in any year the daily average of Pupils above described shall fall below sixty, or the number of Masters be not less than four, the additional grant shall cease for that year;

(*c*) If the average shall continue to be less than sixty, or the number of Masters less than four, for two successive years, the Institution shall forfeit the name and privileges of a Collegiate Institute, until restored by the Lieutenant-Governor under the conditions provided by this Section;

(*d*) The provisions of this Act relating to High Schools shall apply to Collegiate Institutes.

2. Allowance for Elementary Military Instruction.

Allowance for elementary military instruction.

99. It shall be lawful for the Lieutenant-Governor to prescribe a course of elementary Military Instruction for High School, or Collegiate Institute, Pupils, and to appropriate out of any money granted for the purpose a sum not exceeding Fifty dollars per annum to any School the Head Master of which shall have passed a prescribed Examination in the subjects of the Military course, and in which School a Class of not less than five Pupils has been taught for a period of at least six months;

(*a*) Such Classes and instruction are to be subject to such inspection and oversight as the Lieutenant-Governor may direct.

Inspector not to hold other offices.

100. No Inspector of Schools hereafter appointed shall, during his tenure of office, engage in, or hold any other employment, office, or calling, which would interfere with the full discharge of his duties as Inspector, as required by Law.

No Inspector, Trustee, Teacher, etc., shall act as agent for the sale of books maps, etc.

101. No Teacher, Trustee, Inspector, or other Person officially connected with the Education Department, the Normal, Model, Public or High Schools, or Collegiate Institutes, shall become, or act as Agent, for any Person, or Persons, to sell, or in any way to promote the sale, for such Person, or Persons, of any School Library, Prize, or Text Book, Map, Chart, School Apparatus, Furniture, or Stationery, or to receive compensation, or other remuneration, or equivalent for such sale, or for the promotion of sale, in any way whatsoever.

3. Penalty for Disturbing High Schools.

Penalty for disturbing High Schools

102. Any Person who wilfully interrupts, or disquiets, any High School, or Collegiate Institute, established and conducted under the authority of

this Act, by rude, or indecent, behaviour, or by making a noise, either within the place where such School is kept, or held, or so near thereto as to disturb the order, or exercises, of the School, or Institute, shall, for each offence, on conviction thereof before a Justice of the Peace, on the Affidavit of one credible Witness, forfeit and pay for Public School purposes to the School Section, City, Town, or Village, within which the offence was committed, such sum not exceeding Twenty dollars, together with the costs of conviction, as the said Justice may think fit; or the Offender may be indicted and punished for any of the offences hereinbefore mentioned as a misdemeanour.

PART X.—REPEALING AND CONFIRMING CLAUSES.

Repeal of the Acts of 1850, 1859, 1860 and 1871.

103. From and after the passing of this Act, the several Acts passed in the Twenty-second year of Her Majesty's Reign, Chaptered Sixty-three, and Sixty-four, in the Twenty-ninth year of Her Majesty's Reign, Chaptered Twenty-three, and in the Thirty-fourth year of Her Majesty's Reign, Chaptered Thirty-three, in so far as they relate to the Council of Public Instruction, to High Schools and Collegiate Institutes, shall be and are hereby repealed;

Saving as to transactions anterior to the repeal.

(2) The repeal of the said Acts and parts of Acts shall not revive any Act, or provision of Law, repealed by them; nor shall the said repeal prevent the effect of any saving clause in the said Acts and parts of Acts, or the application of any of the said Acts, or of any Act, or provision of Laws formerly in force, to any transaction, matter, or thing, anterior to the said repeal, to which they would otherwise apply;

Certain matter anterior to the repeal not affected by it.

(3) The repeal of the said Acts, or parts of Acts, shall not disturb, invalidate, or prejudicially affect any penalty, or liability incurred before the time of such repeal, or any proceedings had for enforcing the same, nor any Action, Suit, Judgment, Execution, Process, Order, Rule, or any proceeding whatever had respecting the same; nor any Office appointment, Salary, Allowance, Security, Duty, or any matter, or thing, appertaining thereto at the time of such repeal; but every such Penalty, Liability, Action, Suit, Judgment, Execution, Process, Order, Rule, Office appointment, Salary, Allowance, Security, Duty, and every other such matter, or thing respectively, may and shall, both at Law and Equity, remain and continue as if no such repeal had taken place;

Consolidated School Act not to be deemed a new law.

(4) The Law relating to the Council of Public Instruction, and to the High Schools, or Collegiate Institutes, which is consolidated in this Act shall not be held to operate as a new Law, but shall be construed and have effect as a consolidation, and as declaratory of the Law as contained in said Acts and parts of Acts so repealed, and for which the said Consolidated High School Act of 1874 is substituted;

How construed if in any case it differ from the repealed Acts.

(5) But, if upon any point the provisions of the said Consolidated Act are not in effect the same as those of the repealed Acts and parts of Acts for which they are substituted, then, as respects all transactions, matters and things subsequent to the time when the said Consolidated Act takes effect, the provisions contained in it shall prevail, but as respects all transactions, matters and things anterior to the said time, the provisions of the said repealed Acts and parts of Acts shall prevail.

As to reference to repealed Acts in former Acts.

(6) Any reference in any former Act remaining in force, or in any Instrument, or Document to any Act, or Enactment so repealed, shall, after this Consolidated Act takes effect, be held as regards any subsequent transaction, matter, or thing, to be a reference to the enactments in this

Consolidated Act, having the same effect as such repealed Acts, or enactment.

Masters and Teachers defined.

104. In this Act, the words, "legally qualified Masters and Teachers," and the words, "legally qualified Teachers," shall mean any Persons, (male or female), who possess First, Second, or Third, Class Certificates of Qualification, or who, under the Grammar, or High School, or the Public, or Separate, School Act, are legally qualified to act as such Masters and Teachers; but the words shall not be held to apply to Persons holding interim Certificates from an Inspector, or Certificates qualifying senior Pupils, or other parties, to act as Monitors, or Assistants.

Interpretation.

SCHEDULE A.

BEING FORM OF VOTING PAPER FOR THE COUNCIL OF PUBLIC INSTRUCTION IN THE ELECTION OF A MEMBER, 187 .

I, Inspector of Public Schools, (*Master of* [or *a Teacher in*] *the High School, or Collegiate Institute, at , or Teacher of* [*or in*] *the Public, or Separate School, in as the case may be*], resident at in the County of , do hereby declare—

1. That the signature affixed hereto is my proper handwriting.

2. That I vote for the following person as a Member of the Council of Public Instruction for Ontario, videlicet:—

in the County of—

3. That I have signed no other Voting Paper at this election.

4. That this Voting Paper was executed by me on the day of the date hereof.

Witness my hand, this day of A.D. 187 .

SCHEDULE OF STATUTES CONSOLIDATED IN THIS BILL.

22nd Victoria, Chapter 63.

23rd Victoria, Chapter 49 (in part).

29th Victoria, Chapter 23.

34th Victoria, Chapter 33 (in part).

36th Victoria, Chapter 48 (in part).

37th VICTORIA, CHAPTER XXVIII.

AN ACT TO AMEND AND CONSOLIDATE THE PUBLIC SCHOOL LAW.

Received the Royal Assent on the 24th of March, 1874.

CONTENTS OF THIS ACT.

Part. I. Preliminary Enacting Clauses.
Part II. Trustees of Rural School, Sections.
Part III. Duties and powers of Municipal Township Councils.
Part IV. Duties and powers of Municipal County Councils.
Part V. Cities, Towns, and Incorporated Villages.
Part VI. Public School Teachers and their Duties.
Part VII. Public School Inspectors' Qualifications and Duties.
Part VIII. County and City Boards of Examiners.
Part IX. School Visitors and their Duties.
Part X. The Chief Superintendent of Education and his Duties.
Part XI. General and Special Provisions
Part XII. Various Penal Clauses.
Part XIII. Repealing, Confirming and Interpretation clauses.

PART I.—PRELIMINARY ENACTING CLAUSES.

1. Existing School Arrangements continued.
2. Public School Elections.

Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Name.

1. This Act shall take effect from the passing thereof, and shall be known and cited as the "Consolidated Public School Act of 1874."

1. Existing School Arrangements Continued.

Existing school arrangements continued.

2. All Public School Sections, or other Public School divisions, together with all elections and appointments to office, all Agreements, Contracts, Assessments, and Rate-bills, heretofore duly made in relation to Public Schools, and existing when this Act comes into force, shall be subject to the provisions of this Act.

Trustees' term of office.

3. The term, for which each School Trustee who holds office at the time this Act takes effect, shall continue as if such term had commenced by virtue of an election under this Act;

(*a*) On the second Wednesday in January next after this Act takes effect, the Trustee, or Trustees, whose term of office then expires, shall retire from office, but may, with his, or their, consent, be re-elected.

2. Public School Election.

Annual election on the second Wednesday in January.

4. The Annual Meetings for the election of School Trustees, shall be held in all the Cities, Towns, Townships and incorporated Villages, on the second Wednesday in January, in every year, commencing at the hour of ten of the clock in the forenoon.

PART II.—TRUSTEES OF RURAL SCHOOL SECTIONS.

1. Poll for Rural School Trustee Elections.
2. The Office of Trustee.
3. Election of Trustees in New School Sections.
4. Annual Rural School Section Meetings.
5. Rural School Trustee Corporations.
6. Validity of Corporate Acts—Restriction as to Contracts
7. Powers and Duties of Rural School Trustees.
8. Rural School Section Auditors.
9. Selection of Rural School Sites.
10. Establishment of School Sections in unorganized Townships.

1. Poll for Rural School Trustee Elections.

When poll shall close.

5. The poll at every election for a rural School Trustee, or Trustees, shall not close before eleven of the clock in the forenoon, and shall not be kept open later than four of the clock in the afternoon of the day on which the election is commenced.

2. The Office of Trustee

Trustees' term of office.

6. For each rural School Section, there shall be three Trustees, each of whom, after the first election of Trustees, shall hold office for three years, and until his Successor has been elected.

Trustees not to hold certain offices.

7. No Trustee of a School Section shall hold the office of Public School Inspector, or be a Teacher, within the Section of which he is a Trustee;

(*a*) No Master, or Teacher, of any School, or an Inspector, shall hold the office of Trustee;

Vacation of office.

(*b*) A continuous non-residence or absence of six months from his School Section, or division, by a Trustee, shall cause the vacation of his office of Trustee.

Term for vacancies.

8. Any Trustee elected to fill a vacancy shall hold office only for the unexpired term of the Person in whose place has been elected.

Trustees must make a declaration of office.

9. Every Person elected as Trustee, and who is eligible and liable to serve as such, shall make the following declaration of office before the Chairman of the School Meeting;

(*a*) If the Chairman be elected Trustee, he shall make said declaration before the Secretary of the Meeting:—

Declaration.

"I will truly and faithfully, to the best of my judgment and ability, discharge the duties of the office of School Trustee, to which I have been elected."

Trusiees may resign.

10. Any Person chosen as Trustee of a rural School Section may resign his office, with the consent, expressed in writing, of his colleagues in office, and of the School Inspector.

3. Election of Trustees in New School Sections.

Proceedings on the formation of a new School Section

11. Whenever a new School Section is formed in any Township, as provided in the Forty-sixth Section of this Act, the Clerk of the Township shall give notice of the description and number of such School Section to the Person appointed to call the first School Meeting in it for the election of Trustees.

A Meeting in New Section to be called within twenty days.

12. The Person so appointed shall, within twenty-four days after receiving such notice, prepare a notice in writing, describing the Section, and appointing a time and place for the first School Section Meeting, and shall cause copies of the notice so prepared by him to be posted in at least three of the most public places in the new School Section, at least six days before the time of holding the Meeting.

Chairman and Secretary to be appointed at meeting.

Duties.

13. The resident, or non-resident, assessed Freeholders, Householders, or Tenants of such School Section present at such first Meeting shall elect one of their own number to preside over its proceedings, and shall also appoint a Secretary, who shall record the proceedings of the Meeting, and perform all such other duties as may be required of him by this Act.

Duties of Chairman—His casting vote.

14 The Chairman of the Meeting shall decide all questions of order, subject to an appeal to the Meeting;

(a) In case of an equality of votes, he shall give the Casting Vote,—but he shall have no vote except as Chairman.

Mode of recording votes at school meeting.

15. The Chairman shall take the Votes in the manner desired by a majority of the Electors present;

(a) He shall, at the request of any two electors, grant a poll for recording by the Secretary the names of the Voters present.

Three resident trustees to be elected at first school meeting.

16. At the first School Section Meeting, the Electors present shall, by a majority of votes, elect from the resident assessed Freeholders, Householders, or Tenants, in the Section, three Trustees;

(a) No person shall be eligible to be elected, or to serve as School Trustee in a School Section, who is not a resident assessed Freeholder, Householder, or Tenant, in the School Section.

Term of office of each Trustee.

17. The Trustees elected at a first School Section Meeting shall respectively continue in office as follows:—

First.

(1) The first person elected shall continue in office for two years, to be reckoned from the annual School Meeting next after his election, and thence until his Successor has been elected;

Second.

(2) The second Person elected shall continue in office for one year, to be reckoned from the same period, and until his Successor has been elected;

Third.

(3) Third, or last Person elected, shall continue in office until the next ensuing annual school Meeting in such section, and until his Successor has been elected.

Copy of Proceedings to be sent to the County Inspector.

18. A correct copy of the proceedings of a first and of every annual, and of every special School Section Meeting, signed by the Chairman and Secretary, shall be forthwith transmitted by the Chairman of such Meeting to the Inspector of Schools.

4. Annual Rural School Section Meetings.

A school trustee to be annually elected in each section.

19. A resident assessed Freeholder, Householder, or Tenant, shall be elected to the office of Trustee at each ensuing annual School Meeting, in place of the Trustee whose term of office is about to expire:

(a) Such Trustee, if willing, may be re-elected; but no School Trustee shall be re-elected, except by his own consent, during the four years next after his going out of office.

Mode of Proceeding at annual school meetings.

20. At every annual rural School Section Meeting, as authorized and required to be held by the Fourth Section of this Act, the assessed Freeholders, Householders, or Tenants, of such Section present at such Meeting, or a majority of them—

(1) Shall elect a Chairman and Secretary, who shall perform the duties required by the Chairman and Secretary, by the Thirteenth, Fourteenth and Fifteenth Sections of this Act; Appointment of chairman and secretary.

(2) Shall receive and decide upon the School Report of the Trustees, and shall receive, or otherwise deal with, (as provided by the Thirtieth Section of this Act,) the Financial Report of the Auditor, or Auditors, of the School Accounts of the previous year laid before the Meeting; Trustees' and Auditors' general Report to be submitted.

(3) Shall elect a resident assessed Freeholder, Householder, or Tenant, of the Section, to be a Trustee, or Trustees, to fill any vacancy, or vacancies, in the Trustee Corporation; Annual election of school trustees.

(4) Shall appoint a fit and proper Person to be Auditor of the School Accounts of the Section for the then current year. School section auditor to be appointed.

21. No Person shall be entitled to vote in any School Section for the election of Trustee, or on any School question whatsoever, unless he shall have been assessed, and shall have paid County, Township, or rural Section School-rates as a Freeholder, Householder, or Tenant of such Section: Who are legal voters at school meeting.

(*a*) In case an objection be made to the right of any Person to vote at a School Section Meeting, the Chairman, or presiding Officer, at the Meeting shall, at the request of any Ratepayer, require the Person, whose right of voting is questioned, to make the following declaration:

"I do declare and affirm that I have been rated on the Assessment roll "of this School Section, as a Freeholder, (Householder, *or* Tenant, *as the case "may be*), and that I have paid a Public School Tax due by me in this "School Section, imposed within the last twelve months, and that I am "legally qualified to vote at this Meeting;" Form of declaration required from school electors.

(*b*) Whereupon the person making such declaration shall be permitted to vote on all questions proposed at such Meeting; but if any Person refuse to make such declaration, his vote shall be rejected. Effect of declaration.

22. In case, from the want of proper notice or other cause, any first or annual School Section Meeting, required to be held for the election of Trustees, was not held at the proper time, the Inspector, or any two assessed Freeholders, Householders, or Tenants, in the Section may, within twenty days after the time at which the Meeting should have been held, call a School Meeting, by giving six days' notice, to be posted in at least three of the most public places in the School Section; Meetings to be called in default of first or annual meetings.

(*a*) The Meeting thus called shall possess all the powers and perform all the duties of the Meeting in the place of which it is called.

5. Rural School Trustee Corporations.

23. The Trustees in every School Section shall be a Corporation, under the name of "The Public School Trustees of Section No.— in the Township of ——, in the County of——;" and no such Corporation shall cease by reason of the want of Trustees; Trustees to be a school corporation—its powers.

(*a*) In case of such want, any two assessed Freeholders, or Householders of the Section, or the Inspector, may, by giving six days' notice, to be posted in at least three of the most public places in the Section, call a Meeting of the assessed Freeholders, Householders, or Tenants, who shall proceed to elect three Trustees, in the manner prescribed in the Thirteenth and three following Sections of this Act;

(*b*) The Trustees thus elected shall hold and retire from office in the manner prescribed for Trustees by the Seventeenth Section of this Act. Filling vacancies.

6. Validity of Corporate Acts—Restriction as to Contracts.

Corporate act must be performed at lawful trustee meetings.

24. No act, or proceeding of a School Corporation, which is not adopted at a regular, or special, Meeting of the Trustees, shall be valid, or binding, on any party affected thereby, and notice of the Meeting is to be given by the Secretary to each of the Trustees, or by any one of the Trustees to the others, by notifying them personally, or in writing, or by sending a written notice to their residences;

(*a*) A record of the proceedings of such Trustee Meetings shall be entered in a Book of the Corporation kept for that purpose, and signed by the senior, or presiding Trustee;

(*b*) A majority of the Trustees, present at a Meeting thus called, shall have full authority to perform any lawful business.

Certain trustee contracts between themselves unlawful.

25. No Public School Trustee shall enter into a Contract with the Corporation of which he is a Member, or have any pecuniary claim on, or receive recompense from such Corporation, except for a School Site, or as Collector of School Rates, and in the latter case only when he shall be appointed, and the Warrant to him as Collector has been signed by the other two members of the Corporation, and the Seal of the Corporation has been attached to the same.

7. Powers and Duties of Rural School Trustees.

1. *Secretary-Treasurer—Collector—Auditor.*
2. *Sites and School Property—Buildings, etcetera.*
3. *Adequate Accommodations—High School.*
4. *Employment and payment of Teachers.*
5. *Obtaining School Moneys—Assessments.*
6. *Admit Residents and non-Residents to the School—Visit it themselves*
7. *Text and Library Books—Exercise Corporate Powers.*
8. *Annual and other School Meetings—Section Report.*
9. *Half-yearly Returns and Annual Report to Inspectors.*
10. *Compulsory attendance of Absentee children, etcetera.*
11. *Secretary-Treasurer or Collector—Maps, etcetera—Second School—Non-Residents—Indigent persons—Purchase from Booksellers.*
12. *Powers of Rural School Collector.*

1.—*Secretary-Treasurer—Collector—Auditor.*

Appointment and duties of secretary-treasurer.

26. It shall be the duty of the Trustees of every rural School Section;

(1) To appoint a Secretary-Treasurer who shall give such security as shall be required by a majority of the Trustees;

(*a*) The Trustees shall deposit the security for safe keeping with the Township Council; and the security shall be for:—

Security.

(*b*) The correct and safe keeping and forthcoming, (when called for by the Trustees, Auditors, or other competent authority) of the Papers and Moneys belonging to the Corporation;

Records.

(*c*) The correct keeping of a record of all the proceedings of the Trustees in a Book procured by them for that purpose;

Moneys.

(*d*) The receiving and accounting for all School Moneys collected by School Rate, Rate-bill, Subscription, or otherwise, from the inhabitants or Ratepayers of the School Section, or other parties;

Disbursing.

(*e*) The disbursing of such Moneys in the manner directed by the majority of the Trustees;

(*f*) And for the paying over, at the end of every half-year, to the order of the Inspector, the amount of Money which is in such Secretary-treasurer's hands,—being Teachers' Superannuation Money which said Inspecor has deducted from the Salary, or Salaries, of male Teacher, or Teachers employed by the Trustees during each such half-year, or which is payable to the Superannuated Teachers' Fund;

Appointment and duty of school collector.

(2) To appoint some fit and proper Person, or one of themselves, to be a Collector, (who may also be Secretary-treasurer), to collect the Rates imposed by them upon the Ratepayers of their School Section, or the sums which the inhabitants or others may have subscribed, or a Rate-bill imposed on any Person;

(*a*) To pay such Collector, at the rate of not less than five, or more than ten, per centum on the moneys collected by him;

(*b*) Every such Collector shall give such security as shall be satisfactory to the Trustees, which security shall be lodged for safe keeping with the Township Council by the Trustees;

Audtior.

(3) To appoint before the first day of December in every year, a fit and proper Person to be Auditor of their School Accounts for the current year:

(*a*) If the Trustees neglect to appoint such Auditor, or appoint one who refuses to act, the School Inspector shall appoint one for them;

(4) To lay before the School Auditor, or Auditors their Accounts and other Papers, an to give such other information as is required by the Thirtieth Section of this Act;

2.—Sites and School Property—Buildings, etcetera.

Trustees to acquire and hold school property.

(5) To take possession and have the custody and safe keeping of all Public School Property which has been acquired or given for Public School purposes in the Section;

(*a*) To acquire and hold as a Corporation, by any title whatsoever, any Land, Movable Property, Moneys, or Income, given, or acquired at any time for Public School purposes, and to hold, or apply the same according to the terms on which the same were acquired, or received;

Trustees may sell school site or other property.

(6) To dispose, by sale, or otherwise, of any School Site, or School property, not required by them, in consequence of a change of School Site, or other cause, to convey the same under their Corporate Seal, and to apply the proceeds thereof, to their lawful School purposes, or as directed by this Act;

NOTE.—The Trustee Corporation is also authorized by the Thirty-third and following sections of this Act to acquire a School Site, or Sites, or enlarge the existing School Sites, and to register the Award. (if necessary), in the manner specified in the Thirty-fifth Section.

3.—Adequate Accommodations—High School

Provide adequate accommodations.

(7) To provide Adequate Accommodations for all children of School age resident in their School Section;

Buildins, or otherwise providing school premises.

(8) To build, repair, rent, warm and furnish the Section School House, or School Houses, and keep in order its, or their Furniture, Appendages, and the School Lands and Enclosures held by them;

(9) To build or rent, to repair, furnish, warm and keep in order a House, or Houses, and Appendages, to be used as a School House, or School Houses, when there is no suitable School House belonging to the Section, or when two, or more, School Houses are required;

May not unite with High School after 1st July, 1874.

(10) To take no steps after the first day of July, in the year One thousand eight hundred and seventy-four, to unite their School with any High School, which may be within, or adjacent to the limits of their Section;

4.—*Employment and Payment of Teachers.*

Enter into written contracts with teachers.

(11) To contract in writing with, and employ Teachers, Assistants, or Monitors for their School Section, and to determine the amount of their Salaries;

To give orders to qualified teachers for school fund.

(12) To give Teachers, Assistants, or Monitors employed by them the necessary orders upon the County Inspector for the School Fund apportioned and payable to their School Section;

(*a*) They shall not give an order in favour of any Teacher, Assistant, or Monitor, except for the actual time during which said Teacher, while employed, held a legal Certificate of Qualification;

NOTE.—Every Teacher is entitled to be paid for the Holidays, Vacations and other time allowed to him by the Twenty-fourth clause of the Eighty-sixth Section of this Act, and by the Eighty-first Section of the High School Act, (37th Victoria, Chapter 27.)

5.—*Obtaining School Moneys—Assessments.*

Provide for salaries and other expenses of the school.

(13) To provide for the Salaries of Teachers and all other expenses of the School, by voluntary Subscriptions, Rate-bill, where authorized by this Act, or by Rate upon property;

(*a*) To employ all lawful means to collect, or otherwise obtain, the sums required for such Salaries and other expenses;

Apply to Municipality or may levy rate themselves.

(14) To apply to the Township Council at, or before, its meeting in August, or, as they may judge expedient, to employ their own lawful authority for the levying and collecting of Rate, according to the valuation of taxable property, as expressed in the Assessor's or Collector's Roll, all sums for the support of their School, or Schools, for the purchase of School Sites, the erection or otherwise acquiring of School Houses and Teacher's Residence, and for any other School purposes authorized by this Act to be collected from the Freeholders, Householders, or Tenants of such Section;

Deficiencies to be made up by additional rate on property.

(15) To assess and cause to be collected an additional Rate, in order to pay the balance of the Teacher's Salary, and other expenses of such School, should the sums provided be insufficient to defray all the expenses of their School, or Schools;

Make out school rate and Inspector's Warrant.

(16) To make out a list of the names of all Persons rated by them for the School purposes of such Section, and the amount payable by each, and to annex to such list a Warrant directed to the Collector of the School Section, for the collection of the several sums mentioned in such list, whether School Rates or Rate Bills;

Defaulting residents.

(17) To sue for and recover by their name of office the amounts of School Rates, Rate Bills, or Subscriptions, due from Persons residing outside of the limits of their School Section who may make default in payment to the Collector;

Make return of uncollected rates to Township Clerk.

(18) To make a return to the Clerk of the Township of the amount of any Rate imposed by them for School purposes whenever so imposed; and also, before the end of the then current year, to make a return to the Clerk of the Municipality of the parcels of Land of Non-residents of their Section, and the Rates due thereon, which they have been unable to collect;

6.—*Admit Residents and Non-Residents to the School—Visit it themselves.*

Admit to school, residents—Exception as to Separate Schools.

(19) To permit all residents in the Section between the ages of five and twenty-one years to attend the School, so long as they conform to the General Regulations and the Rules of the School;

(*a*) Such permission shall not extend to the children of Persons in whose behalf a Separate School has been established, according to the provisions of the Acts respecting the establishment of Separate Schools; 22 V., c. 65. 26 V., c. 5.

(20) To admit, on the same conditions, and on payment in advance of Fees, or a Rate-bill, not exceeding fifty cents per Pupil for every calendar Month, any non-resident Pupils who reside nearer to such School than to the School in their own Section; and, in case of dispute as to the distance from the School, the Inspector shall decide; Admit non-resident pupils.

(21) To visit, from time to time, every School under their charge, and see that it is conducted according to law and the authorized Regulations, and that every School is, at all times, duly provided, at the expense of the School, with Entrance and Daily Registers and a Visitors' Book, in the forms prepared according to law; Visit Schools, and for what.

7.—Text and Library Books—Exercise Corporate Powers.

(22) To see that no unauthorized Books are used in the School, and that the Pupils are duly supplied with a uniform series of authorized Text-books, sanctioned and recommended by the Council of Public Instruction; Proper Text-Books to be used in schools.

(*a*) To procure annually, for the benefit of their School Section, some periodical devoted to education;

(23) To appoint a Librarian; and to take such steps as are authorized by law, and as they may judge expedient, for the establishment, safe keeping and proper management of a School Library in their Section; Establish School Section Library.

(24) To exercise all the corporate powers vested in them by this Act, for the fulfilment of any Contract, or Agreement made by them; Personal responsibility of Trustees in case of neglect to exercise Corporate Powers.

(*a*) In case they or any of them wilfully neglect, or refuse, to exercise such powers, the Trustee, or Trustees so neglecting, or refusing, shall be personally responsible for the fulfilment of such Contract, or Agreement;

8.—Annual and other School Meetings—Section Report.

(25) To appoint:

(*a*) The place of each annual School Meeting of the assessed Freeholders and Householders of the Section, or of Place of annual school meeting to be appointed by the Trustees.

(*b*) The time and place of a Special Meeting of the same for:

(1) The filling up of any vacancy, or vacancies, in the Trustee Corporation occasioned by death, removal, or other cause;

(2) For the selection of a new School Site;

(3) The appointment of a School Auditor; or

(4) Any other lawful School purpose, as they may think proper;

(*c*) And they shall cause notices of the time and place, and of the objects of such Meetings, to be posted in three, or more public places of such Section, at least six days before the time of holding such Meeting; Notice.

(*d*) Every such Meeting shall be organized, and its proceedings recorded in the same manner as provided for in the Thirteenth and three following Sections of this Act;

(26) To cause to be prepared and read at the Annual Meeting of the Ratepayers the School Report of the Trustees for the year then ending, which Report shall include, among other things: Prepare and read Report at Annual Meeting.

(1) A summary of their proceedings and of the state of the School during the year;

(2) Together with a full and detailed account of the Receipt and Expenditure of all School Moneys received and expended in behalf of the Section, for any purpose whatever, during such year;

(*a*) Which Report shall be signed by the Trustees and by either, or both, of the School Auditors of the Section.

9.—*Half-yearly Returns and Annual Report to Inspectors.*

Make Half-Yearly Report to County Inspector.

(27) To transmit to the County Inspector, on or before the thirtieth day of June, and the thirty-first day of December in each year, a correct return of the average attendance of the resident and non-resident Pupils in the School, or Schools, under their charge during the six months then immediately preceding;

(28) To ascertain the number of children between the ages of five and sixteen years residing in their Section on the thirty-first day of December in each year, and to prepare and transmit annually, on or before the fifteenth day of January, a Report to the County Inspector, signed by a majority of the Trustees, and made according to a form provided by the Chief Superintendent of Education, and shall specify therein among other things:

Yearly Report to Inspector.

Contents.

(*a*) The whole time the School in their Section was kept open by a qualified Teacher, during the year ending on the thirty-first day of the previous December;

(2) The amount of moneys received for the School Fund, from local Rates, or Contributions, and from other sources, distinguishing the same, and the manner in which all such moneys were expended;

(3) The whole number of children residing in the School Section, over the age of five years, and under the age of sixteen; the number of children and young persons taught in the School in Winter and Summer, distinguishing the sexes, and those who were over and under sixteen years of age;

(*a*) The average attendance of Pupils in both Winter and Summer; but the Trustees of the Public School Sections, within the limits of which, one, or more, Separate School Sections are established, as hereinafter provided, shall not, in their Return of children of school age residing in their School Sections, include the children attending such Separate School, or Schools;

(4) The branches of Education taught in the School; the numbers of Pupils in each branch; the Text-books used; the number of Public School Examinations; Visits and Lectures, and by whom made, or delivered, and such other information respecting the School Premises and Library as may be required.

10. *Compulsory attendance of absentee Children.*

27. It shall also be the duty of the Trustees of every rural School Section:

Trustees to ascertain names of absentee children

(1) To ascertain before the thirty-first day of December in every year, through the Assessor, Collector, or some other Person to be appointed for that purpose, and paid by them, the names, ages and residences of all the children of school age in their School Section, distinguishing those children —between the ages of seven and twelve years—who have not attended any School (or who have not been otherwise educated), for four months of the year, as required by the One hundred and fifty-sixth Section of this Act;

Notify parents.

(2) To notify personally, or by letter, or otherwise, the Parents, or Guardians of such children of the neglect, or violation, on their part of the provisions of said One hundred and fifty-sixth Section;

(3) In case, after having been so notified, the Parents, or Guardians, of such children continue to neglect, or violate, the provisions of the said One

hundred and fifty-sixth Section of this Act; it shall be the further duty of the Trustees either to impose a Rate-bill on such Parents, or Guardians not exceeding one dollar per month for each of their children not attending School; or

Impose a rate-bill or make complaint to magistrate.

(4) To make complaint of such neglect, or violation, to a Magistrate having jurisdiction in such cases, provided by the One hundred and fifty-ninth Section of this Act;

(*a*) To deliver to said Magistrate a statement of the names and residences of the Parents, or Guardians, of such children.

11. *Secretary-Treasurer or Collector—Maps, etcetera,—Second School—Non-Residents—Indigent persons—Purchase from Booksellers.*

28. It shall be competent for rural School Trustees, and they shall have authority:

(1) To appoint one of themselves Secretary-treasurer, or Collector of School Rates, or Rate-bills, on the conditions prescribed by this Act;

Appointment of officers.

(2) To do whatever they may deem expedient in regard to procuring Apparatus, Maps, Prize, Library and Text-books for their School;

Text-books, &c.

(3) To apply either to the Township Council, or employ their own lawful authority, (as they may judge expedient,) for the levying, or collecting, of any School Rate required to be imposed upon the taxable property in their Section;

Collecting School rates.

(4) To select the Site and establish and maintain an additional School, or additional Schools in the Section, with the concurrence of the Inspector, where, from the large size of the Section, its physical conformation, or from any other cause, the children of the Section are unable to attend the School established therein;

Two or more schools in a section authorized.

(5) To procure, or erect, the necessary Buildings for such additional School, or Schools;

(*a*) Every such School shall be subject to the same Regulations and obligations as Public Schools generally;

Condition.

(6) To admit, at their discretion, non-resident Pupils to their School, on payment in advance, of Fees, or Rate-bill not exceeding fifty cents a month per Pupil;

Non-resident pupils may be admitted on payment of fee.

(*a*) This discretion on the part of the Trustees, does not apply to the non-residents mentioned in clause Twenty of the twenty-sixth Section of this Act;

(7) To exempt, in their discretion, from the payment of School Rates, wholly, or in part, any indigent persons, and to charge the amount of such exemption upon the other ratable Inhabitants of the School Section, but the same shall not be deducted from the Salary of a Teacher;

Trustees may exempt indigent persons.

NOTE.—The Trustees are also authorized to increase at their pleasure the period allowed by law (of not exceeding four weeks for the entire year), for which a Teacher shall be entitled to his Salary in the case of sickness, as certified by a Medical Man. (See the Twenty-fourth clause of the Eighty-sixth Section of this Act, and the Eighty-first Section of the High School Act, etcetera. (37 Victoria, Chapter 27.)

(8) To purchase, at their discretion, from any Bookseller, or other parties, instead of at the Depository of the Education Department, any Library, or Prize, Books sanctioned by the Council of Public Instruction for the Public and High Schools and Collegiate Institutes, as provided by this Act.

Purchase of library and prize books.

12.—*Powers of Rural School Collector.*

29. Each rural School Collector, by virtue of a Warrant signed by a majority of the Trustees;

Powers of rural school collector.

(*a*) Shall have the same powers, in collecting the School-rate, Rate-bill, or Subscriptions;

(*b*) Shall be under the same liabilities and obligations; and

(*c*) Shall proceed in the same manner in his School Section and Township, as a Township Collector does in his Municipality, in collecting Rates in a Township, or County, as provided in the Municipal Corporation and Assessment Acts.

8. Rural School Section Auditors.

Annual appointment of Auditors of School Section accounts.

30. In order that there may be accuracy and satisfaction in regard to the School Accounts of School Sections, it is provided in this Act:—

(1) That there shall be two Auditors of School Accounts for every Section;

(2) That the Auditors thus appointed, or either of them, shall, on or after the first day of December in each year, forthwith appoint a time, before the day of the next ensuing annual School Meeting, for examining the Accounts of the School Section;

Trustees to submit their School Accounts to the Auditors.

(3) It shall be the duty of the Trustees, or their Secretary-treasurer to lay all their Accounts before the School Auditors of the Section, or either of them, together with the Agreements, Vouchers, Contracts, Books, etcetera, in their possession.

(4) Such Trustees, or their Secretary-treasurer, shall afford to the Auditors, or either of them, all the information in their power as to their Receipts and Expenditures of School Moneys in behalf of their School Section.

Powers and duties of School Section Auditors.

31. It shall be the duty of the Auditors of every School Section:—

(1) To examine into and decide upon the accuracy of the Accounts of such Section and whether the Trustees have truly accounted for and expended for School purposes the Moneys received by them;

(2) To submit the said Accounts, with a full report thereon, at the next annual School Meeting;

(3) If both of the Auditors object to the lawfulness of any Expenditures made by the Trustees, they shall submit the matters in difference to such Meeting, which may either determine the same, or submit the matter to the Chief Superintendent, whose decision shall be final;

(4) The Auditors shall remain in office until their audit is completed;

Difference of opinion.

(5) In case of difference of opinion between the Auditors on any matter in the account, it shall be referred to and decided by the County Inspector.

32. It shall be competent for the Auditors, or either of them:—

Power of Auditors to examine.

(1) To require the attendance of all, or in any of, the parties interested in the Accounts, and of their Witnesses, with all such Books, Papers and Writings, as such Auditor, or Auditors may direct them, or either of them, to produce;

(2) To administer oaths to such Parties and Witnesses:

Warrant of Auditor equivalent to execution of Division Court.

(3) To issue their, or his, Warrant to any Person named therein, to enforce the collection of any moneys by them awarded to be paid;

(*a*) The Person named in such Warrant shall have the same power and authority to enforce the collection of the moneys mentioned in the said Warrant, with all reasonable costs, by seizure and sale of the property of the party, or corporation, against whom the same has issued, as any Bailiff of a Division Court has in enforcing a judgment and execution issued out of such Court;

Auditors to present report to meeting.

(4) To report the result of their, or his, examination of the Accounts of the year to the Annual School Meeting next after their, or his, appoint-

ment, when the Annual Report of the Trustees, signed by the Trustees and Auditors, shall be presented to such Meeting.

9. Selection of Rural School Sites.

1. *Two modes of selecting School Sites.*
2. *Compulsory Sale of School Site in certain cases.*
3. *Arbitrations—Remedial Provisions.*
4. *Titles to School Sites and other Property.*

1. *Two modes of selecting School Sites.*

New School site to be authorized by Special Meeting.

33. No steps shall be taken by the Trustees of any School Section for procuring a School Site on which to erect a new School House, or for changing the Site of an established School House, without calling a Special Meeting of the assessed Freeholders and Householders of their Section to consider the matter.

Differences between Trustees and people to be referred to arbitration.

34. In case of a difference as to the choice of a Site for a School House between a majority of the Trustees and a majority of the assessed Freeholders and Householders at such Special Meeting, each party shall choose an Arbitrator, and the County Inspector, or, in case of his inability to attend, any Person appointed by him to act on his behalf, shall be a third Arbitrator;

Award.

(*a*) Such three Arbitrators, or a majority of them, present at any lawful Meeting, shall have authority to make and publish an Award upon the matter, or matters, submitted to them;

(*b*) With the consent, or at the request of the Parties to the reference, the Arbitrators, or a majority of them, shall have authority within three months from the date of their Award, to reconsider such Award and make and Publish a second Award, which Award, (or the previous one, if not reconsidered by the Arbitrators) shall be binding upon all parties concerned, for at least one year from the date thereof.

2. *Compulsory Sale of School Site in certain cases.*

Owner of land must sell school site selected.

35. On the selection of Land, as authorized by this Act, for a rural School Site, on which to erect a School House and necessary Buildings, or for enlarging existing School Premises, it is provided as follows:—

(1) If the Owner of such Land shall refuse to sell the same, or shall demand therefor a price deemed unreasonable by the Trustees of any School Section, the Proprietor of such Land, and the Trustees, shall each forthwith select an Arbitrator;

(2) The Arbitrators thus chosen, together with the County Inspector, or any two of them, shall appraise the damages to the owner of such Land:

(3) Upon the tender of payment of the amount of such damages to the Owner by the School Trustees, the Land shall be taken and used for the purpose aforesaid;

Exception.

(4) Nothing herein contained, shall authorize the selection in a Township of a Site within a hundred yards of a Garden, Orchard, Pleasure Ground or Dwelling House of the Owner of such Site, without the consent of such Owner;

(5) Nothing in this Section shall be held to restrict Trustees in the required dimensions;

(6) No such enlargement shall be made in the direction of the Orchard, Garden, or Dwelling House, without the consent of the Owner of the Land

required, unless the School Site cannot be otherwise enlarged; nor shall it, without the consent of such Owner, include any part of his Garden, or the Grounds attached to his Dwelling-house;

(7) Any Award for a School Site made and published under this Section, if there be no Conveyance, shall thereafter be deemed to be the Title of the Trustees to the Land mentioned in it, and shall be a good Title thereto against all Persons interested in the Property in any manner whatever and shall be registered in the Registry Office on the Affidavit of one of the Trustees verifying the same.

3. *Arbitrations—Remedial Provisions.*

Appointment of School Site Arbitrators — Their powers.

36. Should the majority of the School Trustees, or the majority of a Public School Meeting, neglect, or refuse, in case of a difference in regard to a School Site, to appoint an Arbitrator, as provided in the Thirty-fourth Section of this Act, or should the Owner of Land selected as a School Site, as provided by the Thirty-fifth Section of this Act, neglect, or refuse, to appoint an Arbitrator, it shall be competent for the County Inspector, with the Arbitrator appointed to meet and determine the matter;

(*a*) The County Inspector, in case of such refusal, or neglect, shall have a Second, or Casting, Vote, provided they should not agree.

Proceedings where an arbitrator is absent.

37. Should only a majority of the Arbitrators appointed to decide any case arising under the authority of this Act be present at any lawful Meeting, in consequence of the neglect, or the refusal of their Colleague to meet them, it shall be competent for those present to make and publish an Award upon the matter, or matters, submitted to them, or to adjourn the Meeting for any period not exceeding ten days, and give the absent Arbitrator notice of the adjournment.

4. *Titles to School Sites and other Property.*

Who may convey school sites.

38. All Corporations and Persons whatever, Tenants in tail or for life, Guardians, Executors, Administrators, and all other Trustees whatsoever, not only for and on behalf of themselves, their Heirs and Successors, but also for and on behalf of those they represent, whether infants, issue unborn, lunatics, idiots, femes-coverts, or other Persons, seized, possessed of, or interested in any Land may contract for, sell and convey all, or part thereof to School Trustees for a School Site, or an addition to the School Site, or for a Teacher's Residence;

(*a*) Any Contract, Agreement, Sale, Conveyance and Assurance so made shall be valid and effectual to all intents and purposes whatsoever;

(*b*) The Corporations, or Persons so conveying, are hereby indemnified for what they respectively do by virtue of, or in pursuance of, this Act;

Remedy in case of absence of owner.

(2) If the Owner of Land duly selected for the said purpose is absent from the County in which the Land lies, or is unknown, the Trustees may procure from a sworn Surveyor a Certificate that he is not interested in the matter; that he knows the Land, and that some certain sum therein named is, in his opinion, a fair compensation for the same;

(*a*) On filing the said Certificate with the Judge of the County Court of the County in which the land lies, accompanied by an Affidavit, or Affidavits, which shall satisfy the Judge that the Owner is absent from the County, and that after diligent enquiry, he cannot be found, the Judge may order a notice to be inserted for such time as he shall see fit in some newspaper published in the County;

(*b*) The Judge may, in addition thereto, order a notice to be sent to any Person by mail, or may direct service of the same to be effected in any other way as he shall see fit;

What notice shall contain.

(3) The said notice shall contain a short description of the Land; a declaration of the readiness of the Trustees to pay the sum certified, as aforesaid; shall give the name of a Person to be appointed as the Arbitrator of the Trustees if their offer of that sum be not accepted; shall name the time within which the offer is to be accepted, or an Arbitrator named by the Owner; and shall contain any other particulars which the County Judge may direct;

Arbitrators.

Judge may appoint one.

(4) If within such time as the Judge directs, the owner does not notify the Trustees of the acceptance of the sum offered by them, or notify to them the name of a person whom he appoints as Arbitrator, the Judge shall, on the application of the Trustees, appoint a sworn Surveyor to be sole Arbitrator for determining the compensation to be paid for the property;

Responsibility of Trustees as to compensation.

(5) Where Land is taken by the Trustees without the consent of the Owner, the compensation to be paid therefor shall stand in the stead of the Land;

(*a*) After the Trustees have taken possession of Land, any claim to, or incumbrance upon, the same, or any portion thereof, shall, as against the Trustees, be converted into a claim to the compensation, or to a proportion thereof, and the Trustees shall be responsible accordingly whenever they have paid such compensation or any part thereof to a Party not entitled to receive the same, saving always their recourse against such Party;

In case of incumbrance

(6) If the Trustees have reason to fear any claims, or incumbrance, or if any Party to whom the compensation or any part thereof is payable, refuse to execute the proper Conveyance, or if the Party entitled to claim the same cannot be found, or is unknown to the Trustees, or, if for any other reason, the Trustees deem it advisable, they may pay the Arbitration and other expenses, and deposit the amount of the compensation with the County Treasurer, or in such other manner as the Inspector may direct, with interest thereon for six months, and may deliver therewith an authentic copy of the Conveyance, or of the Agreement, or Award, if there be no Conveyance;

Deposit of compensation money.

Award to be registered.

(*a*) Such Agreement, or Award, shall thereafter be deemed to be the Title of the Trustees to the Land therein mentioned, and shall be a good Title thereto against all Persons interested in the Property in any manner whatever, and shall be registered in the Registry Office on an Affidavit of one of the Trustees verifying the same.

10. Establishment of School Sections in Unorganized Townships.

Formation of School Sections in unorganized Townships

39. In unorganized Townships in any County, or District it shall be lawful for the Stipendiary Magistrate thereof and the Public School Inspector, (if any), of the County, or District, or for the Stipendiary Magistrate alone, if there be no Inspector, and for the Inspector alone, if there be no Stipendiary Magistrate, to form a portion of a Township, or of two or more adjoining Townships, into a School Section:

Proviso.

(*a*) No such Section shall, in length or breadth, exceed five miles in a straight line.

(*b*) Subject to this restriction, the boundaries may be altered by the same authority from time to time, and the alteration shall go into operation on the twenty-fifth day of December next after such alteration;

Proviso

(*c*) No such school section shall be be formed except on the petition of five heads of families resident therein.

Election of School Trustees.

40. After the formation of such a School Section, it shall be lawful for any two of the Petitioners, by notice posted for at least six days in not less than three of the most public places in the Section, to appoint a time and place for a Meeting for the election, as provided by law, of three School Trustees for the Section.

Trustees' powers and obligations.

41. The Trustees elected at such Meetings, or at any subsequent School Meetings of the Section, as provided by law, shall have all the powers and be subject to all the obligations of Public School Trustees generally.

Annual Assessment Roll.

42. The Trustees so elected shall annually appoint a duly qualified Person to make out an Assessment Roll for the Section, and shall transmit a certified copy thereof to the Stipendiary Magistrate, (or Inspector):

Revision of Assessment Roll.

(*a*) It sall be the duty of the Stipendiary Magistrate, or of the Inspector, if there be no Stipendiary Magistrate, to examine the said Roll, and correct any errors or improper entries which he shall perceive therein.

Appeal against Assessment Roll.

43. A copy of the said Roll, as so corrected, shall be open to inspection to all Persons interested, at some convenient place in the Section, notice whereof, signed by the Stipendiary Magistrate, or Inspector, if there be no Stipendiary Magistrate, is to be annually posted in at least three of the most public places in the Section, and shall state the place and the time at which the Magistrate, or Inspector, will hear appeals against said Assessment Roll:

(*a*) Such notice shall be posted as aforesaid by the Trustees for at least three weeks prior to the time appointed for hearing the Appeals.

Manner of appeal.

44. All Appeals are to be made in the same manner and after the same notice, as nearly as may be, as Appeals are made to a Court of Revision in the case of ordinary Municipal Assessments, and the Magistrate, (or Inspector,) shall have the same powers as such Court of Revision.

Confirmed Roll binding.

45. The annual Roll, as finally passed and signed by the Magistrate, (or Inspector,) shall be binding upon the Trustees and Ratepayers of the Section until the annual Roll for the succeeding year is passed and signed as aforesaid.

PART III.—DUTIES AND POWERS OF MUNICIPAL TOWNSHIP COUNCILS.

I. Duties of Township Councils.
II. Powers of Township Councils.

1. *Form, or Unite, Rural School Sections.*
2. *Rural School Assessments and Loans.*

46. It shall be the duty of every Township Council:—

1. *Form, or Unite, Rural School Sections.*

Council to form new School Sections, their size.

(1) To form portions of the Township, where no Schools have been established, into School Sections;

(*a*) No Section shall be formed which shall contain less than fifty resident children, between the ages of five and sixteen years, unless the area of the Section shall contain more than four square miles;

Union of existing Sections: Meetings to be called.

(2) To unite two, or more, Sections into one, in case, (at a public Meeting in each Section called by the Trustees, or County Inspector, for that purpose), a majority present of the assessed Freeholders and Householders of each of the Sections request to be united;

(3) To appoint a Person in a new, or united, School Section to call its first School Section Meeting;

(*a*) To cause such Person to be notified by the Township Clerk in the manner prescribed in the Eleventh Section of this Act;

2. Rural School Assessments and Loans.

(4) To cause the Clerk of the Township to furnish the County Inspector of Schools with a copy of all the proceedings of the Council relating to the formation, or alteration, of School Sections, all School Assessments, and other educational matters; Township Clerk to furnish information to County Inspector.

(5) To levy, by Assessment upon the taxable property in any School Section, such sum as may be required by the Trustees thereof for the purchase of a School Site, the erection, repair, rent, furniture, and fittings of a School House and its Appendages, the erection and repair of Fences, Outbuildings, or the rent, purchase, or erection of Teacher's Residence, the purchase of Maps, Apparatus, Text, Library and Prize Books for the School, and Salary of the Teacher, Assistant, or Monitor, as may be determined by such Trustees; Council to impose certain payments as required by Trustees.

(6) To issue a Debenture, or Debentures, in the form given in Schedule A to this Act, for the amount made to the School Trustees of any Section, or union Section (should the Council, under the authority of Sub-section (2) of Section Forty-eight of this Act, grant to the Trustees authority to borrow money,) any loan which the Council may authorize the Trustees of such School Section to make, together with a sufficient sum for the payment of the interest on the sum so borrowed, and a proportionate sum sufficient to form a Sinking Fund to pay off the Principal at any time within ten years; School Loans.

(7) To cause to be levied in each year, upon the taxable property of the School concerned, (and upon such other taxable property as is herein made liable in case of an alteration in the boundaries of the Section, or division,) a sum sufficient to pay the interest on the amount borrowed by the Trustees on the authority of the Council, and also a sum sufficient to pay off the Principal during any period not exceeding ten years, as may be agreed upon by the Trustees and the Lender of the Money; Levy rate. Principal and interest.

(*a*) Notwithstanding any alteration which may be made in the boundaries of such Section, or division, the taxable property situated in the School Section, or division, at the time when such loan was effected, shall continue to be liable for the Rate which may be levied by the Township Council for the repayment of the Loan; Proviso—Liability of old section.

(*b*) If such Rate be not paid, it may be collected by the Township Council, by distress and sale of goods and chattels, or by suit in the Division Court;

(8) To appoint the County Inspector, jointly with two other competent Persons, before giving effect to the Forty-eighth Section of this Act, for the formation of Township Boards of Public School Trustees, to value the existing School Houses, School Sites, and other School property in each and every Section of the Township; Township valuators to estimate value of each School Section property.

(9) To 'adjust' upon their report the claims of every School Section, in regard to the estimated value in said Report of its School House, Site and other property, in such manner as the Township Council may deem just and equitable.

(10) To pay to the Inspector and other Persons, while engaged in the valuation of School Sites and other school property and reporting thereon, an allowance per day and for travelling expenses of not less an amount Remuneration to valuators.

than that paid to a Member of the County Council for attendance at its Meetings.

Council not to levy more than one rate except in certain cases.

47. No Township Council shall levy and collect in any School Section during any one year more than one School Section Rate, except for the purchase of a School Site, or for the erection of a School House;

(*a*) No such Council shall give effect to any application of Trustees for the levying, or collecting of Rates for School purposes, unless the Trustees of the School Section make the application to the Council at or before its Meeting in August of the year in which the application is made.

II. Powers of Township Councils.

1. *Establish Township School Boards.*
2. *Authorize, or make, Loans to School Trustees.—Teachers' Salaries.*
3. *Provide School Houses, Library, Model School, etcetera.*
4. *Alteration of School Boundaries.*
5. *Township Assessors and Clerk.*

48. Every Township Council shall have authority to pass By-laws for the following purposes:—

1. *Establish Township School Boards.*

All the sections of a Township may be united and a Township Board elected.

(1) To abolish the division of a Township into School Sections and to authorize the establishment of a Public School Board for the Township, in case a majority of the resident assessed Freeholders and Householders in at least two-thirds of the School Sections of the Township, (at public Meetings in the School Sections separately called for that purpose by the respective Trustees of every Section, or by the County Inspector,) express a desire that such local School Sections should be abolished, and that all their Schools should be conducted under one system and one management, like the Schools in Cities and Towns;

(*a*) On the passage of such a By-law, all the Public Schools of the Township shall be managed by one Board of five Trustees;

(*b*) One of these five Trustees shall be chosen in and for each Ward, if the Township be divided into Wards, and if not so divided, then the whole number of the Trustees shall be chosen in and for the whole Township;

(*c*) The election of the Trustees shall be held at the time and in the manner prescribed in the Fourth, Eleventh, and five following Sections of this Act;

(*d*) The Trustees so elected shall be a Corporation, under the name of "The Public School Board of the Township of ————, in the County of ————," and shall be invested with the same powers, and be subject to the same obligations, as Trustees in Cities and Towns, by the Eighty-fifth Section of this Act;

2. *Authorize, or make, Loans to School Trustees.—Teachers' Salaries.*

Council may authorize Trustees to borrow money for special purposes, provide for repayment.

(2) To grant to the Trustees of any School Section, on their application, authority to borrow any sums of money which they may think necessary for the purchase of School Sites, for the erection, or repair, of a School House or School Houses and their Appendages, or for the purchase, or erection, of a Teacher's Residence;

(3) To set apart surplus moneys for educational purposes, and to invest the same either in a Loan, or Loans, to School Trustees, or otherwise, as

authorized by the One hundred and fifty-second and the One hundred and fifty-third Sections of this Act;

(4) To apportion at its discretion either out of moneys raised by Rate, or out of any other moneys at its disposal and not otherwise specifically appropriated, a sum to all of the Public Schools in the Township equal to such proportion as the Council may see fit of the actual Salaries paid in the respective School Sections during the year then last past to the Public School Teachers of such Sections; Apportion rates or other moneys according to rate of teachers' salaries.

3. *Provide School Houses—Library—Model School, etcetera.*

(5) To provide for obtaining such Real Property as may be required for the erection thereon of Public School Houses, and for other Public School purposes; Real property. Support schools.

(*a*) To provide any additional sums for the establishment and support of Public Schools, according to this Act;

(6) To levy such sums as it judges expedient for purchasing Books for a Township Library, under such Regulations as are provided in that behalf; Council may establish Libraries.

(7) To levy such sums as it judges expedient for procuring the Site, and for the erection and support of a Township Model School; Council may establish, and be Trustees of Model School.

(*a*) In such event the Members of such Township Council shall be the Trustees of such Model School, and shall possess the powers of Public School Trustees in respect to all matters affecting such Model School;

(8) To give its consent to the merging, by the Trustees of any one, or more, Public Schools, at their discretion, of their Schools into such Model Schools; Public Schools may be united with Township Model School.

(*a*) Tuition to Student Teachers in such Model School shall be free;

(9) To correct any omission or mistake in the Assessor's, or Collector's School Roll; Correct mistakes in school roll.

4. *Alteration of School Boundaries.*

(10) To alter the boundaries of a School Section, in case it clearly appears that all parties to be affected by the propsed alteration in such boundaries have been duly notified of the proposed alteration by the Council, or of any application made to it to do so; Alteration of existing sections; Notice to be given.

(*a*) Any alteration in the boundaries of a School Section made at any previous time by a Township Council, or the neglect, or refusal, of the Council to alter such boundaries at the request of the Trustees of the School Section concerned, or of the Inspector, may be appealed against to the County Council, as provided in Section Sixty-one of this Act.

49. Every alteration made in the boundaries of a rural School Section by a Township Council, under the restrictions imposed in the Public School Acts, shall be by By-law, which By-law shall be passed not later than the first day of May in any year; School Section boundaries must be altered by 1st May.

(*a*) It shall be the duty of the Township Clerk to send forthwith, after the By-law has been passed, a written notice of the alteration to the Trustees of every School Section affected by the alteration, and to the Public School Inspector. Notice.

50. Every alteration in the boundaries of a union School Section, or division, shall, (under the restrictions imposed by this Act,) be made, in the case of the Townships, by the Reeves, or Deputy Reeves of the Townships and the Inspector of the County or Counties; Union section and division boundaries to be made by Reeves and Inspectors, etcetera.

(*a*) In the case of Towns and Villages the alteration shall be made by the Reeves, or Deputy Reeves, the County Inspector or Inspectors, and a Person appointed by the Public School Board as its Representative for this purpose;

Majority present.

(*b*) The alteration is to be made by a majority of the said Persons who may be present at a lawful Meeting called for that purpose.

Elections of Trustees. Inspection and taxation in union school sections and divisions.

51. Every union School Section, or division, composed of portions of adjoining Townships, or portions of a Township, or Townships, and a Town, or incorporated Village, shall, for the purposes of the election of Trustees, be deemed one School Section, or division, and shall be considered in respect to Inspection and Taxation for School purposes, as belonging to the Township, Town, or Village in which the School House is situated.

Formation and alteration of union sections —Inspector's duty.

52. On the formation, or alteration, of a union School Section, or division, under the authority of this Act, it shall be the duty of the County Inspector concerned, forthwith to transmit a copy of the Resolution, by which the formation, or alteration, was made, to the Clerk of the Municipality affected by the Resolution.

Assessment equalized.

53. It shall be the duty of the Mayor, Reeve, or Deputy-reeve of the Municipality concerned, and of the County Inspector annually to equalize the Assessment of every union School Section, or division.

First election in such united sections.

54. The first election in a new, or united, Section shall be appointed and held in the same manner as is provided for in the Eleventh and five following Sections of this Act.

Share of school fund not affected.

55. The several parts of any altered, or united, School Sections shall have respectively the same right to a share of the Public School Fund for the year of the alteration, or union, as if they had not been altered, or united.

Disposal of school property when not wanted.

56. In case a School Site, or School House, or other School property be no longer required in a Section, in consequence of the alteration or the union of School Sections, the same shall be disposed of by sale, or otherwise, in such manner as a majority of the assessed Freeholders and Householders in the altered, or united School Sections may decide at a public Meeting called for that purpose;

Altered sections.

(*a*) The inhabitants transferred from one School Section to another, shall be entitled, for the Public School purposes of the Section to which they are attached, to such a proportion of the proceeds of the sale of such School House, or other public school property, as the assessed value of their property bears to that of the other inhabitants of the School Section from which they have been so separated;

(*b*) The residue of such proceeds shall be applied to the erection of a new School House in the old School Section, or to other Public School purposes of such old Section;

United sections.

(*c*) In the case of United Sections, the proceeds of the sale shall be applied to the like Public School purposes of such united Sections.

Alterations not to take effect before the 25th December.

57. No alteration in the boundaries of a School Section, union Section, or other School division, shall take effect before the twenty-fifth day of December next, after the alteration has been made.

5. *Township Assessors and Clerk.*

1. *School Section Assessment Rolls—Mistakes.*

Assessors to value lands situated in each section.

58. Whenever the Lands, or property, of any individual, or company, are situated within the limits of two, or more, School Sections, each Assessor appointed by any Municipality, shall assess and return on his

Roll, separately, the parts of such Lands, or property, according to the divisions of the School Sections within the limits of which such Lands, or property, may be situate;

(a) Every undivided occupied Lot, or part of a Lot, shall only be liable to be assessed for School purposes in the School Section where the Occupant resides. Undivided.

59. Any Township Officer, having possession of the Assessor's or Collector's Roll is hereby required to allow any one of the Trustees, or their authorized Collector, to make a copy of such Roll, as far as it relates to their School Section; Township Roll to be furnished to the Trustees.

(a) In case of any omission or mistake in the Roll, the Township Council shall have authority to correct it. Mistakes and omissions.

2. *Duties of Township Clerks.*

60. It shall be the duty of every Township Clerk:—

(1) To prepare in duplicate, a School Map of the Township, shewing the divisions of the Township into School Sections and parts of union School Sections; Township clerk to prepare maps of School Sections.

(2) To furnish one copy of such map to the County Clerk, for the use of the County Council, and retain the other in the Township Clerk's Office, for the use of the Township Corporation; Information to County Clerk.

(3) To furnish the County Inspector with the information required by the fourth clause of the Forty-sixth Section of this Act; To School Inspector.

(4) To make a return to the County Treasurer of any parcel of Land liable to Assessment, and of the uncollected School Rates thereon, as returned to him by the rural School Trustees of any Section, as provided by this Act; To County Treasurer.

(5) To make within one week after the first day of March, under a penalty of Twenty dollars in case of default, Returns to the Clerk of his County, of the total Expenditure of the Township on account of Schools and education, including the information given to him by rural School Trustees, as required by the eighteenth clause of the Twenty-sixth Section of this Act; To County Clerk.

(6) To allow any one of the rural School Trustees, or their authorized Collector, to make a copy, (so far as it relates to their Section,) of the Township Assessor's, or Collector's, Roll if he have possession of such Roll; To rural school Trustees.

(7) To give notice to the person appointed by the Council to call the first School Meeting in a new, or united, Section, as provided in the Forty-sixth Section of this Act; Notice.

(8) Te send forthwith, (after a By-law shall have been passed by the Township Council, altering the boundaries of a School Section), a written notice of the alteration to the Trustees of every School Section affected by the alteration, and to the Public School Inspector.

PART IV.—DUTIES AND POWERS OF MUNICIPAL COUNTY COUNCILS.

1. Duties of County Councils.
2. Discretionary Powers of County Councils.
3. Salaries of Teachers—Officers.

1. *Levy Equivalent to Legislative Grant.*
2. *Appoint County Public School Inspectors.*
3. *Appoint County Board of Examiners.*
4. *Appoint County School Auditors.*
5 *Exact Security, and allow no Deduction from School Fund.*

1. *Levy equivalent to Legislative Grant.*

To raise equivalent to Legislative school grant.

61. It shall be the duty of every County Council:—

(1) To cause to be levied yearly upon the several Townships of the County, for the payment of the Salaries of legally qualified Public School Teachers, Assistants or Monitors, such sums of money as shall be at least equal, (clear of all charges of collection,) to the amount of School Money apportioned by the Chief Superintendent of Education to the several Townships of said County for the year, and notified by him to the Council through the County Clerk;

2. *Appoint County Public School Inspectors.*

Appointment of School Inspectors in Counties.

(2) To appoint and pay quarterly the County Salary of one, or more, Persons holding the necessary Certificate of Qualification, (as prescribed by this Act), to be Inspector, or Inspectors of Public Schools in the County, who shall each have charge of not more than one hundred and twenty, or less than fifty, Schools each;

Number

(*a*) It shall not be necessary to appoint more than one Inspector in each Riding of a County;

French or German.

(*b*) In Counties containing any Municipality wherein the French, or German, Language is the common, or prevailing, Language, an Inspector may have charge of any number of Schools not less than forty;

Counties may appoint additional Inspectors.

(*c*) In Counties where there are or shall be more than fifty Public Schools, the County Council may appoint two, or more Persons, (according to the number of Schools), holding such Certificates, to be Inspectors, and prescribe and number the territorial limits of each;

Change Inspectors.

(*d*) In a County where there are two, or more, County Inspectors, the Council of such County may, from time to time, change or remove the Inspectors from one Circuit, or Riding of the County to another;

Inspector's remuneration.

(*e*) The County remuneration of an Inspector, shall not be less than five dollars per School per annum, to be paid quarterly by the County Council;

Additional allowance to County Inspectors.

(*f*) Every County School Inspector shall be entitled to an allowance from the County Council, including Travelling expenses, of such amount as the Council may determine, when not fixed by law, for performing the following additional duties:—

Equalizing Assessments.

(1) Equalizing annually, with the Mayors, Reeves, or Deputy Reeves, as required by law, the Assessments in union School Sections, or divisions;

(2) Visiting and inspecting Schools and giving special Certificates to Teachers in new and remote Townships, under the authority of this Act; Inspecting Schools, visiting new Townships.

(3) To fill up, from among those legally qualified, any vacancy in the office of County Inspector caused by death, resignation, dismissal, or other cause; Filling up vacancies.

(*a*) No Inspector dismissed shall be reappointed, without the concurrence of the Party who has dismissed him; Dismissal of County Inspectors.

3. *Appoint County Board of Examiners.*

(4) To appoint a County Board of legally qualified Examiners, (for the examination and licensing of Public School Teachers, in accordance with the Regulations provided by law,) consisting of the County Inspector and not more than four other competent Persons, whose qualifications shall, from time to time, be prescribed by the Council of Public Instruction. Examination of Public School Teachers.

(5) To pay the incidental and other expenses of the Board of Examiners as follows:— Expenses of the board.

(*a*) Recompense to the Members for their time, Travelling and other expenses, at least equal to that which Members of the County Council receive; This recompense may be increased as may be determined by the Council;

(*b*) Expenses of Stationery, Room, Fuel, Light, Printing of Notices, Examination Papers and Certificates for Teachers;

(*c*) Such remuneration to the Secretary of the Board as the Board may deem just and expedient;

4. *Appoint County School Auditors.*

(6) To appoint annually, or oftener, Auditors who shall audit the Accounts of the County Treasurer and other Officers to whom Public, or High School Moneys have been entrusted, and who shall report to such Council; Auditors of school moneys to be appointed.

(7) To see that sufficient security is given by all Officers of the Council to whom School Moneys are entrusted; To obtain security from all persons entrusted with school moneys.

5. *Exact security, and allow no deduction from School Fund.*

(8) To see that no deduction is made from the School Fund by the County Treasurer, or Sub-treasurer for the receipt and payment of School Moneys; No deduction from school fund.

(9) To appoint a Committee of not more than five, or less than three competent Persons, (two of whom shall be the County Judge and a County Inspector), and a majority of whom shall form a quorum, to investigate the matter of any appeal, or complaint, from a majority of the Trustees, or any five Rate-payers, of one or more School Sections in any Township, to the County Council against any By-law, or Resolution passed, at any time previously by their Township Council for the formation, or alteration, of their School Section, or School Sections, or against the neglect, or refusal, of the Township Council, (on application being made to it by the Trustees, or Inspector,) to form, or alter, the boundaries of a School Section, or School Sections; County Councils to appoint committees to settle appeal against formation or alteration of school sections.

(*a*) The Committee thus appointed shall revise and alter the boundaries of the School Section, or School Sections, so far as to settle the matters complained of;

Who may not act on the Committees.

(*b*) No Person shall be competent to act on the Committee who was, or is a Member of the Township Council which passed the By-law, or Resolution complained of;

Alteration in the sections not to take place before the end of the year.

(*c*) The alterations made in the boundaries of any School Section, or School Sections by such Committee, shall not take effect before the twenty-fifth day of December of the year in which the alterations are made;

Notice.

(*d*) Due notice of the alterations made by the Committee, shall be given by the Inspector to the Clerk of the Township and to the Trustees of the School Sections concerned.

Examination of Teachers.

(10) To provide, upon the application of the Inspector, suitable Rooms or other Accommodation for holding the Examination of Public School Teachers in the County;

Payment to Teachers.

(11) To make the necessary provisions for enabling the County Treasurer to pay, not later than the fourteenth day of December in every year, the Public School Inspector's Order, in favour of a Teacher, Assistant, or Monitor.

2. Discretionary Powers of County Councils.

1. *Raise, or Loan, School Moneys.*
2. *Appoint Township sub-Treasurers.—Examinations.—Pensions.*
3. *Aid new and needy School Sections.—Remuneration of Inspectors.*

1. *Raise, or loan, School Moneys.*

62. Every County Council shall have authority:—

Council may establish County Library.

(1) To raise by Assessment such sums of money as it may judge expedient, for the establishment and maintenance of a County Public School Library;

(2) To set apart surplus moneys, as authorized by the One hundred and fifty-second Section of this Act, for educational purposes, and to invest the same either by Loan to School Trustees, or otherwise, as provided in that and following Section;

2. *Appoint Township Sub-Treasurers.—Examinations.—Pensions.*

School sub-treasurers for Townships may be appointed.

(3) To appoint, if deemed expedient, one or more Sub-treasurers of School Moneys for one, or more, Townships of the County;

(*a*) Every Sub-treasurer shall be subject to the same responsibilities and obligations in respect to the accounting for School Moneys, and the payment of lawful Orders for such moneys given by any County Inspector (within the parts of the County for which he is appointed Sub-treasurer), as are imposed by this Act upon every County Treasurer, in respect to the paying and accounting for School Moneys;

Two examinations in county.

(4) To authorize and direct a separate Examination, for the granting of Certificates to Public School Teachers, to be held in each division of the County where there may be two Inspectors in the County;

Supplement teacher's pension.

(5) To supplement, out of local funds, any Pension granted by the Council of Public Instruction to any Public, or High, School Teacher;

3. *Aid new and needy School Sections.—Remuneration of Inspectors.*

Such equivalent may be increased for poor schools, etcetera.

(6) To increase the sums of money levied yearly upon the several Townships for the payment of duly qualified Teachers, either;

(*a*) In aid of the County School Fund; or,

(*b*) On the recommendation of one, or more, County Inspectors, to give special, or additional, aid to new or needy School Sections;

(7) To dismiss any County Inspector, for misconduct, or inefficiency, by the vote of a majority of the Members of the Council, and by a two-thirds vote of such Members, without cause assigned.

Remuneration of County Inspectors.

63. The County remuneration of each Inspector shall not be less than five dollars per School per annum, to be paid quarterly by the County Council:

(a) The Council shall also have authority to determine and provide an allowance for his Travelling Expenses.

3. Rate for the Salaries of Teachers.—Officers.

Such County rate to be collected by 14th December.

64. The sum annually required to be levied in each County, for the Salaries of legally qualified Teachers, shall be collected and paid into the hands of the County Treasurer, on, or before the fourteenth day of December, in each year.

Duties of the County Treasurer and County Clerk.

65. It shall be the duty of every County Treasurer:—

Pay Inspector's order.

(1) To pay out of the School Assessment of the County the amount of the Inspector's lawful Order on behalf of a Public School Teacher, Assistant Teacher, or Monitor;

Pay county assessment on 14th December.

(2) To pay such Inspector's lawful Order, not later than the fourteenth day of December in every year, in anticipation of the payment into his hands of the County School Assesssment;

Teachers not to be refused payment.

(a) Notwithstanding the non-payment to the County Treasurer by the fourteenth day of December of the School Assessment levied in the County, no Teacher shall be refused the payment by the County Treasurer, or Sub-treasurer of the sum to which on the Inspector's Order he may be entitled from such year's County School Assessment;

Pay to school division, county assessment.

(3) To pay over to the Order of the Public School Board of any School division, (consisting of a Town, or incorporated Village and part, or parts, of an adjoining Township, or Townships,) any portion of a County Assessment for School purposes which may be raised within such School division;

Pay Inspector's salary raised in towns separated.

(4) To pay over to the Order of the Public School Board of any Town not separated from the County a sum of money equal to the amount collected within such Town for the payment of the Salary of the County Inspector;

Pay superannuation money.

(5) To pay at the end of every half-year, to the Order of the County Inspector, the amount of money which is in his hands, being money which such Inspector has deducted from the Salaries of male Teachers for the Superannuated Teachers' Fund for each half-year.

66. It shall be the duty of every County Clerk:—

Clerk to report appointments and proceedings to Chief Superintendent.

(1) To notify the Chief Superintendent of Education of the appointment and address of every County Inspector and of the County Treasurer;

(2) To furnish the Chief Superintendent with a copy of all proceedings of the Council relating to School Assessments and other educational matters;

Clerk to transmit audited accounts to Chief Superintendent.

(3) To transmit to the Chief Superintendent of Education, on or before the first day of March in each year, a certified copy in the form provided of the abstract of the Report of the Auditors;

(4) To give any explanation, as far as he is able, relating to the Auditors' Report which may be required by the Chief Superintendent.

PART V.—CITIES, TOWNS AND INCORPORATED VILLAGES.

1. Powers and Duties of Municipal Councils.
2. Election of School Trustees.
(1) *In Cities and Towns divided into Wards.*
(2) *In Towns and Villages not divided into Wards.*
3. Who are Voters—Disputed Elections—Office of Trustee.
4. Union of Town or Village with Township.
5. Public School Boards and Their Duties.
(1) *Appoint Officers—Meetings.*
(2) *Possession and Management of Property—School Houses.*
(3) *Kinds of Schools, and their Teachers—Inspectors' Salary—Absentee Children.*
(4) *Financial Estimate for Municipal Council—Fees for Books and Stationery—Teachers' Salaries.*
(5) *Annual Meeting—Text Books—Non-residents—Registers—Report.*
6. Compulsory Sale of School Site in Cities, Town and Villages
7. City and Town Inspectors, and City Board of Examiners.

1. Powers and Duties of Municipal Councils.

Powers of Councils in Cities, Towns and Villages.

67. The Municipal Council of every City, Town and incorporated Village is hereby invested, within its limits, with the same powers, and shall be subject to the same obligations, (so far as they can apply to such City, Town and incorporated Village), as the Municipal Councils of Counties and Townships are by this Act.

Note.—The Council shall also be subject to the additional obligations which are imposed on them by this Act.

Pupils competing for High School Prizes.

68. The Council of every City and Town separated, may pass By-laws for the following purpose:—

(1) For making a permanent provision for defraying the expenses of the attendance at the High School, of such of the Pupils of the Public Schools of the City, or Town, as are unable to bear the expense, but are desirous of, and, in the opinion of the respective Masters of such Public and High Schools, possess competent attainments for competing for any Scholarship, Exhibition, or other similar Prize, offered by such High School.

2. Election of School Trustees.

1. *In Cities and Towns divided into Wards.*

First election of School Trustees in Cities and Towns.

69. On the incorporation of any City, or Town, and the division thereof into Wards:—

(*a*) Two fit and proper Persons shall, at the first election of School Trustees, be elected School Trustees of every Ward, by a majority of the votes of the assessed Free-holders and Householders thereof:

Term of office.

(*b*) One of the Trustees, (to be determined by lot at the first meeting of Trustees after their election,) shall retire from office at the time appointed for the next annual School Election, and the other shall continue in office one year longer, and then retire;

(*c*) Every Trustee shall continue in office until his Successor has been elected.

70. For every Ward into which any City, or Town, is divided; Two Trustees to be annually elected in each ward.

(*a*) There shall be two School Trustees, each of whom, after the first election of Trustees, shall continue in office for two years, and until his Successor has been elected;

(*b*) One of the Trustees elected shall retire on the second Wednesday in January yearly in rotation.

71. In every City and Town, on the second Wednesday in January:— Annual election of Trustees.

(*a*) An Election shall be held in every Ward at the place of the last Municipal Election, and under the direction of the same Returning Officer, and conducted in the same manner as an ordinary Municipal Ward Election;

(*b*) In case of the default of said Returning Officer, then the election shall be held under the direction of such person as the Electors present may choose;

(*c*) At such Election one fit and proper Person to be a Trustee shall be elected by a majority of the votes of the assessed Freeholders and Householders in and for every Ward; One Trustee in each ward.

(*d*) The Trustee so elected shall continue in office for two years, and until his Successor has been elected.

72. The poll at every election of a School Trustee, or Trustees, shall not close before eleven of the clock in the forenoon: Time and hours for School elections in rural sections, towns, etcetera.

(*a*) In Cities, Towns, and incorporated Villages, the same time shall be allowed for the election of School Trustees which is allowed by the Municipal Institutions Act (which may be in force at the time), for the election of Municipal Councillors in such Municipalities.

73. The Act relating to School Trustee Elections, passed in the thirty-second year of Her Majesty's Reign, and chaptered Forty-four, except the Ninth and Tenth Sections thereof, shall apply to the City of Toronto alone. 32 V., s. 44 applies to Toronto alone.

(2) *In Villages and Towns not divided into Wards.*

74. The School boundaries of a Village rural School Section, or other School division, existing at the time of its incorporation, as a Village, or Town Municipality, shall continue in force, and be considered as the School boundaries of the newly incorporated Village, or Town, notwithstanding its incorporation, until such boundaries are altered under the authority of this Act. New village boundaries.

75. In every Town, not divided into Wards, and in every incorporated Village, there shall be six School Trustees, two of whom, after the first election, shall retire from office yearly on the second Wednesday in January. Six trustees.

76. On the incorporation of any Town, or Village:—

(*a*) The Returning Officer appointed to hold the first Municipal Election therein, shall call a Meeting, by giving six days' notice in at least three public places in the Town, or Village, for the election of School Trustees to take place on the second Wednesday in January; First election of School Trustees in a Village or Town.

(*b*) In case of his neglect to do so, for one month, any two Freeholders in the Town or Village may, on giving like notice, call a Meeting for this purpose;

(*c*) At such Meeting six Trustees shall be elected, who shall hold office during the periods mentioned in the next succeeding Section.

77. The Trustees of every such Town and Village shall be divided by lot into three classes, each consisting of two Trustees, and to be numbered one, two, three: Trustees when first elected, to be classified.

(*a*) The first of which classes shall hold office one year;

(*b*) The second of which classes shall hold office for two years;

(*c*) The third of which classes shall hold office for three years, and until their Successors respectively are elected.

Such Trustees to retire yearly by rotation.

78. The Trustees composing one of such classes shall retire yearly in rotation:—

(*a*) The order of such rotation of the Trustees first elected shall be determined by lot at the first Meeting of the Trustees after their election;

(*b*) Except the Trustees elected at the first election, the Trustees so to retire shall be those who have held the office for the then next preceding three years, or who have been elected to supply any vacancy in the retiring class.

Annual election of two trustees in towns and villages.

79. A School Meeting shall be held annually on the second Wednesday in January, in such Town and Village, at the place of the then last annual election of Councillors:

(*a*) At this Meeting the assessed Freeholders and Householders of the Town or Village, shall elect two persons to be Trustees in the place of the two retiring from office;

(*b*) The Trustees so elected shall continue in office three years, and until their Successors have been elected.

3. Who are Voters—Disputed Elections—Office of Trustee.

Challenging voters at school elections.

80. In case an objection be made to the right of any Person to vote at an election in any City, Town, or Village, or upon any other subject connected with School purposes therein, the Returning Officer presiding at the Election shall require the Person whose right of voting is objected to, to make the following declaration:

Declaration.

"I do declare and affirm that I have been rated on the Assessment Roll of this City, (Town, or Village division, *as the case may be*), as a Freeholder, (Householder, or Tenant *as the case may be*), and that I have paid a Public School Tax in this Ward, (Town, or Village, *as the case may be*), within the last twelve months, and that I am legally qualified to vote at this election."

Whereupon the Person making such a declaration shall be permitted to vote.

Terms for which persons are elected to fill vacancies

81. Any Trustee elected to fill an occasional vacancy in a Public School Board, shall hold office only for the unexpired term of the person in whose place he is elected to serve.

Re-election of any trustee lawful.

82. Any retiring Trustee may be re-elected with his own consent, otherwise he shall be exempted from serving for four years next after leaving office.

Contested elections in cities, towns and villages.

83. It shall be the duty of the Judge of the County Court:—

(*a*) Within twenty days after the election of a Public School Trustee, or Trustees, in any City, Town, or incorporated Village within his County, to receive and investigate any complaint respecting the mode of conducting the Election, and confirm it or set it aside, and appoint the time and place of holding a new Election, as he may judge right;

Costs of contested elections.

(*b*) The expenses of the investigation of any such complaint shall be paid by the Parties concerned in it, as may be decided by the County Judge.

4. Union of Town or Village with Township.

School union in town or village.

84. Part of a Township, or parts of Townships, and an adjoining Town, or Village, may be united by the Reeves, or the Deputy Reeves,

County Inspector, or Inspectors, and a Person appointed by the Public School Board concerned, or its Representative for this purpose:

(*a*) The alteration shall be made by a majority of the said Persons who may be present at any lawful Meeting called for that purpose;

(*b*) Such union of portions of a Township, or Townships, and an adjoining Town or incorporated Village, shall, for the purposes of the election of Trustees, be deemed one School Section, or division;

(*c*) Such union shall also be considered in respect to Inspection and Taxation for School purposes, as belonging to the Township, Town or Village, in which the School House is situated;

(*d*) It shall be the duty of the Mayor, Reeve, or Deputy-reeve, of the Municipality concerned, and of the County Inspector, annually to equalize the Assessment of such union School division;

(*e*) Any portion of a County Assessment for School purposes, which may be raised within any such school division, shall be paid over by the County Treasurer to the Order of the Board of Trustees thereof.

5. Public School Boards and their Duties.

Trustees to be a Corporation.

85. The School Trustees for each City, Town, incorporated Village, or division, shall be a Corporation, under the name of "The Public School Board of the City, (Town, Village, or Division) of ———, in the County of ———," and shall succeed to all the corporate property, rights and powers, and be subject to all the corporate obligations and liabilities of the preceding Trustees.

Duties of the public school board.

86. It shall be the duty of the Public School Board of every City, Town, incorporated Village and division respectively, and they are hereby authorized:

(1) *To appoint Officers and Meetings.*

Election of chairman and his vote.

(1) To elect annually, or oftener, from among their own Members, a Chairman, who shall have a right to vote at all times;

Majority of votes to govern.

(*a*) In case of an equality of votes on any question before the Board, the question shall be held to be decided in the negative;

Time and place of meeting of Board.

(2) To appoint the times and places of their Meetings, and the mode of calling them, and of conducting and recording their proceedings, and of keeping all their School Accounts;

(*a*) The first Meeting of every Board may be called by any Member thereof, and it shall take place in the City, Town or Village Council-room;

Appointment of secretary, collector and treasurer.

(3) To appoint:

(*a*) A Secretary, or Secretary-treasurer;

(*b*) One or more Collectors, if requisite of such School Fees, or Rate-bills, as the Board may have authority to charge;

1*a*. The Collector, or Colectors, and Secretary-treasurer, may be of their own number;

2*a*. The Secretary-treasurer and the Collector, or Collectors shall be subject to the same duties, obligations and penalties as the like Officers in rural School Sections;—

(2) *To have Possession and Management of Property and School Houses.*

Board to take possession of all public school property.

(4) To take possession of all Public School Property:

(*a*) To accept and hold as a Corporation all such property acquired or given at any time, for Public School purposes, in the City, Town, or Village, by any title whatsoever;

To manage or dispose of it.

(*b*) To manage or dispose of such Property, and all Money, or Income for Public School purposes;

To apply proceeds.

(*c*) To apply the same, or the proceeds thereof, to the objects for which they have been given, or acquired;

(5) To do whatever they may judge expedient with regard:

(*a*) To purchasing, or renting, School Sites and Premises;

(*b*) To building, repairing, furnishing, warming, and keeping in order the School Houses and Appendages, Lands, Enclosures, and movable Property;

To provide school premises, apparatus, text-books and library.

(*c*) To procuring suitable Maps, Apparatus, Text and Prize Books, and for establishing and maintaining School Libraries;

(6) To appoint, (in Towns and incorporated Villages only) a Representative of the Board to meet with the Mayor, Reeve, or Deputy-reeve, and County Inspector, to make any alteration which may be proposed in the School boundaries of such Town, or Village;

(3) *Kinds of Schools, and their Teachers'-Inspectors' Salary—Absentee Children.*

(7) To determine:

Kind of Schools.

(*a*) The number, Sites, kind, grade and description of Schools (such as male, female, infant, Central, or Ward, Schools), to be established and maintained in the City, Town, Village, or division;

Teachers.

(*b*) The Teachers, Assistants, and Monitors to be employed; the terms on which they are to be employed; the amount of their remuneration, and the duties which they are to perform;

Inspector.

(*c*) The Salary of the Inspector of Schools, (to be appointed in Cities and Towns only), as provided by this Act;

Trustees to ascertain names of absentee children.

(8) To ascertain before the thirty-first day of December in every year, through the Assessor, Collector, or some other Person to be appointed for that purpose, and paid by them, the names, ages and residences of all the children of school age in their division, or municipality, as the case may be,—distinguishing those children between the ages of seven and twelve years inclusive—who have not attended any School, (or who have not been otherwise educated,) for four months of the year, as required by this Act;

Notify parents.

(9) To notify personally, or by letter, or otherwise, the Parents, or Guardians, of such children of the neglect, or violation on their part, of the provisions of this Act in regard to Compulsory Education;

Impose a rate-bill or make complaint to magistrate.

(10) To impose a Rate bill not exceeding one dollar per month for each of their children not attending School upon said Parents, or Guardians, who, after having been so notified, continue to neglect, or violate, the said provisions of this Act, or to make complaint of such neglect, or violation, to a Magistrate having jurisdiction in such cases, as provided by this Act, and to deliver to the said Magistrate a statement of the names and residences of the Parents, or Guardians, of such children;

(4) *Financial Estimate for Municipal Council—Teachers' Salaries.*

To lay before municipal council estimate for moneys.

(11) To prepare from time to time, and lay before the Municipal Council of the City, Town, or Village, an estimate of the sums which they think requisite:

(*a*) For paying the whole or part, of the Salaries of the Inspector, (in Cities and Towns only), and of Public and Industrial School Teachers in Cities, Towns and Villages; — For salaries of teachers—procuring school premises.

(*b*) For purchasing or renting Public and Industrial School Premises; — For building, repairing and keeping in order schoolhouses.

(*c*) For building, renting, repairing, warming, furnishing, and keeping in order the Public and Industrial School Houses and their Appendages and Grounds;

(*d*) For procuring suitable Apparatus and Text, Prize and Library Books for such Schools; — For procuring apparatus, text books, and libraries, &c.

(*e*) For the establishment and maintenance of School Libraries; and

(*f*) For all other necessary expenses of the Schools under their charge; — Council required to provide necessary funds.

And the Council of the City, Town, or Village, shall provide such sums in the manner desired by the said Public School Board;

(12) To appoint a fit and proper Person to collect the Rate bills or School Fees chargeable by them upon the inhabitants of their Municipality, or division, or upon those who are Non-resident, or the sums which the said inhabitants have subscribed; — Appointment and duty of School Collector.

(13) To pay such Collector, at the rate of not less than five, nor more than ten, per centum on the Moneys collected by him;

(*a*) Every such Collector shall give security satisfactory to the Trustees; — Collector to give security

(*b*) Such Collectors shall have the same powers by virtue of a Warrant, signed by a majority of the Trustees, in collecting the School Rate, or Subscription, and shall proceed in the same manner as ordinary Collectors of County and Township Rates and Assessments; — Collector's powers.

(*c*) All moneys thus collected shall be paid into the hands of the Treasurer of the City, Town, Village, or School division, or of the Treasurer, or Secretary-treasurer of the Board, for the Public School purposes of the same, subject to the order of the Board; — Moneys to be subject to the order of the board.

(14) To appoint, at their discretion, some fit and proper Person, to be Treasurer, or Secretary-Treasurer, to the Corporation; who shall give such securtiy as may be required by a majority of the Trustees; — Treasurer.

(*a*) For the correct and safe keeping and forthcoming, (when called for,) of the papers and moneys belonging to the Corporation;

(*b*) And for the receiving and accounting for all School Moneys collected by Rate-bill, Subscription, or otherwise, from the inhabitants of the Municipality or from Non-residents; — Trustees may collect a discretionary fee from parents.

(*c*) And for the disbursing of such Moneys in the manner directed by the majority of the Trustees and by this Act;

(15) To give, with the School Inspector, orders to duly qualified Teachers, Assistants, or Monitors, on the Treasurer of the Municipality for the Salaries due to them; — Trustees and Inspector's orders to teachers.

(16) To give orders to other School Officers and Creditors for the sums due to them, on the Treasurer of the City, Town, or Village, or on their own Treasurer, or Secretary-treasurer; — Trustees to give orders for sums due to Creditors.

(5) *Annual Meeting—Text Book—Non-residents—Registers—Report.*

(17) To call and give notice of annual and special School Meetings of the assessed Freeholders, Householders and Tenants, of the City, Town, or Village, or of any Ward therein, for filling up vacancies in the School Trustee Corporation, or for any other purpose, in the manner and under the Regulations prescribed by this Act; — Trustees to give notice of Annual and Special Meeting.

To see that authorized books are used, and appoint Librarian.

(18) To see that all the Pupils of the Schools are duly supplied with a uniform series of Authorized Text-books;

(19) To appoint a Librarian to take charge of the School Library, or Libraries;

Adequate accommodation.

(20) To provide Adequate Accommodations for all children of school age in the Municipality;

To see that regulations are observed.

(21) To see that all the Schools under their charge are conducted according to the authorized Regulations;

Admit non-resident pupils.

(22) To admit to their School, on the payment in advance of a School Fee not exceeding fifty cents per Pupil per calendar month, any Non-resident Pupils who reside nearer to such School than to the School of their own Section, or division;

(*a*) In case of dispute as to the distance from the School, the Inspector shall decide;

Provide Registers.

(23) To provide, at the expense of the School, general admission and daily class Registers, in the prescribed form;

Teachers entitled to holidays and vacations.

(24) To provide for the payment of the Salary of the Masters and Teachers for the authorized Holidays occurring during the period of their engagement with the Trustees, and also for the Vacations which follow immediately on the expiration of the School Term during which they have served, or of the Term of his Agreement with such Trustees; and also for Salary during sickness, as certified by a Medical Man for a period at the rate of not exceeding four weeks for the entire year; which period may be increased at the pleasure of the Trustees;

Annual report.

(25) To prepare and publish, at the end of every year, in one or more of the public Newspapers, or otherwise, for the information of the inhabitants of the City, Town, or Village, and Annual Report of their proceedings, of the progress and state of the Schools under their charge, and of the Receipts and Expenditure of all School Moneys;

To prepare Annual Report for Chief Superintendent.

(26) To prepare and transmit annually, before the fifteenth of January, to the Chief Superintendent of Education, in the form provided by him, a Report signed by a majority of the Trustees, containing all the items of information which may be required therein.

87. Every Public School Board in a City, Town, incorporated Village, or School division, shall have authority:—

To appoint a committee for each school.

(1) To appoint annually or oftener, if they judge it expedient, and under such Regulations as they think proper, a Committee of not more than three persons for the special charge, oversight, and management of each School within the City, Town, or Village;

Trustees may collect a discretionary fee from parents.

(2) To collect at their discretion from the Parents, or Guardians, of children attending any Public School under their charge, a sum not exceeding twenty cents per calendar month, per Pupil, to defray the cost of Text-books, Stationery and other Contingencies;

Non-resident pupils to be admitted on payment of fee.

(3) To admit non-resident Pupils to their School, on payment of reasonable Fees or Rate-bill, not exceeding fifty cents per calendar month per Pupil, payable in advance;

(*a*) The Board is required to admit all Non-resident Pupils to their School who reside nearer to such School than to the School in their own Section;

Case of sickness.

(*b*) In case of dispute as to the distance, the Inspector shall decide, and the Trustees shall then admit said Non-resident Pupils;

Four weeks allowed.

(4) To increase, at their pleasure, the period fixed by this Act, (of not exceeding four weeks for the entire year), for which a Teacher shall be entitled to his Salary in the case of sickness, as certified by a Medical Man;

(5) To supplement out of local funds, at their pleasure, the Pension granted by the Council of Public Instruction to a Public School Teacher;

(6) To adopt, at their discretion, (but not after the first day of July, One thousand eight hundred and seventy-four) such measures as they may judge expedient, in concurrence with the Trustees of the High School, for uniting one, or more, of the Public Schools of the City, Town, or Village, with such High School; To unite with High School if expedient.

(7) To invest, as they may see fit, any surplus Moneys for educational purposes, as provided in the One hundred and fifty-second Section of this Act; Invest surplus.

(8) To exercise, as far as they judge expedient, in regard to their City, Town, or Village, all the powers vested in the Trustees of each School Section in regard to such School Section. May exercise same powers as rural Trustees.

6. Compulsory Sale of School Site in Cities, Towns and Villages.

(9) To select Land for a School Site on which to erect a School House, or School Houses and necessary Buildings, or for enlarging School Premises already held:— School sites.

(*a*) If the Owner of such Land shall refuse to sell the same, or shall demand therefore a price deemed unreasonable by the Board, the Proprietor of such Land, the Board, shall each forthwith select an Arbitrator; Owner of land must sell school site selected.

(*b*) The Arbitrators thus chosen and the County Inspector, or any two of them, or the Trustees' Arbitrator and the Inspector, (in case the Owner should neglect, or refuse, to appoint an Arbitrator), shall appraise the damages to the Owner of such Land; Arbitrator.

(*c*) Upon the tender of payment by the Board of the amount of such damages to the Owner, the Land shall be taken and used for the purpose aforesaid;

(*d*) Vacant Land only shall be taken in such City, Town, or Village for a School Site without the consent of the owner, or Owners; Exception

Note—No enlargement of Site can be made except as provided in the sixth clause of the Thirty-fifth Section of this Act.

(*e*) Lands in the hands of parties unknown, or under any disability named, shall be taken as provided in the Thirty-eighth Section of this Act; Parties unknown.

(*f*) In case no Deed of the Site can be obtained, the Award of the Arbitrators shall, on the Affidavit of one Trustee, be registered at the Registry Office. Registration of award.

7. City and Town Inspectors and City Board of Examiners.

88. It shall be the duty of the Public School Board in every City and Town:—

(1) To appoint, from time to time, from among those holding the necessary Certificates of Qualification one Person to be Inspector of Public Schools in the City, or Town: City and Town Inspector.

(*a*) The Inspector appointed shall possess all the powers, and be subject to all the obligations enumerated in the One hundred and fourteenth Section of this Act: Powers.

(*b*) Any City, or Town, Inspector shall be subject to dismissal for misconduct, or inefficiency, by a majority of the Members of the Board appointing him, or by two-thirds vote of the Members of such Board, without such cause: Dismissal.

Vacancies.

(*c*) Any vacancy caused by dismissal, death, or resignation, shall be filled by the Board by the appointment of some legally qualified Person; but the Person dismissed shall not be reappointed without the concurrence of the Party who had dismissed him·

Remuneration of Inspector.

(*d*) The remuneration of each City and Town Inspector shall be determined and provided for by the Board appointing him:

NOTE.—In Towns not separate from the County, the County-Treasurer shall pay over to the Board the Money specified in the fourth clause of the Sixty-fifth Section of this Act.

Pay Inspector as Examiner.

(2) To provide for the payment to the Inspector of such City, or Town, of a sum at the rate of Five dollars per day, while he is engaged in the Examination of Pupils for Admission to the High School, or Collegiate Institute;

Pay contingent expenses.

(3) To provide for the payment of the Contingent Expenses of the Examination for the Admission of Pupils to the High School, or Collegiate Institute.

89. It shall be the duty of the Public School Board of every City:—

Appoint City Examiners.

(1) To appoint a City Board of Examiners for the examination and licensing of Public School Teachers, as provided in Part VIII. of this Act;

Pay Expenses of Members.

(2) To provide for the payment of the Expenses of the Members of the City Board of Examiners, as provided in Part VIII. of this Act;

Provide rooms.

(3) To provide suitable Rooms, or other Accommodation, for holding the Examination of Teachers in the City, upon the application of the City Inspector.

PART VI.—PUBLIC SCHOOL TEACHERS AND THEIR DUTIES.

1. QUALIFIED TEACHER DEFINED.
2. TEACHER CANNOT BE TRUSTEE OR INSPECTOR.
3. SPECIFIC DUTIES OF TEACHERS.
4. PROTECTION IN REGARD TO SALARY.
5. SUPERANNUATION OF TEACHERS.

1. QUALIFIED TEACHER DEFINED.

Qualified Teacher defined.

90. No male or female Teacher, Assistant, or Monitor of a Public School, shall be deemed legally qualified, who does not at the time of his, or her, engaging with the Trustees, and during the period of the engagement with the Trustees, hold a Certificate of Qualification, as provided in this Act.

2. A TEACHER CANNOT BE A TRUSTEE OR INSPECTOR.

Teacher not to hold certain offices.

91. No Master, or Teacher of a Public, or High School shall hold the office of School Trustee, or School Inspector.

3. SPECIFIC DUTIES OF TEACHERS.

Duties of Public School Teacher.

92. It shall be the duty of every Teacher of a Public School:

To teach according to Law and Regulations.

(1) To teach diligentlly and faithfully all the branches required to be taught in the School, according to the terms of his Engagement with the Trustees, and according to the provisions of this Act and the authorized Regulation under it.

To keep the Register of the chool.

(2) To keep in the prescribed form the General, Entrance and Daily Class, or other, Registers of the School.

(*a*) He shall record therein the admission, promotion, removal, or otherwise of the Pupils of his School;

(3) To maintain proper order and discipline in his School according to the authorized Forms and Regulations; To maintain proper order and discipline.

(4) To keep a Visitors' Book, (which the Trustees shall provide,) and enter therein the Visits made to his School, and to present said Book to every Visitor, and request him to make therein any remarks suggested by his visit; To keep a Visitors' Book.

(5) To give the Trustees and Visitors access at all times, when desired by them, to the Registers and Visitors' Book appertaining to the School; To give access to Register and Visitors' Book.

(6) To deliver up any School Registers, Visitors' Book, School House Key, or other School Property in his possession, on the demand, or order, of the majority of the Trustee Corporation employing him; Deliver up Registers and key.

(*a*) In case of his wilfully refusing to do so, he shall be deemed guilty of a misdemeanor, and shall not be deemed a qualified Teacher until restitution be made, and shall also forfeit any claim which he may have against the said Trustees; In case of refusal.

(7) To have at the end of every Quarter a Public Examination of his School, of which he shall give due notice to the Trustees of the School, to any School Visitors who reside in, or adjacent to the School, and through the Pupils to their Parents and Guardians; To hold public quarterly examinations.

(8) To furnish to the Chief Superintendent of Education, or to the School Inspector, when desired, any information which it may be in his power to give respecting anything connected with the operations of his School, or in anywise affecting its interests or character; To furnish information to the Chief Superintendent and Inspector.

4. Protection of Teacher in regard to Salary.

93. Any Teacher shall be entitled to be paid at the rate mentioned in his Agreement with the Trustees, even after the expiration of the period of his Agreement, until the Trustees pay him the whole of his Salary as Teacher of the School, according to their Engagement with him, and including allowance for Holidays and other times, as provided by the Twenty-fourth clause of the Eighty-sixth Section of this Act, and the Eighty-first Section of the High School Act, (37 Victoria, Chapter 27;) Protection of teachers in regard to salary.

(*a*) This Section shall only apply where the Teacher prosecutes his claim for Salary within three months after it is due and payable by the Trustees.

94. All matters of difference between Trustees and Teachers in regard to Salary, or other remuneration, shall be brought and decided in the Division Court by the Judge of the County Court in each County; Provision in case of difference between teacher and trustees.

(*a*) The decision of any County Judge in all such cases may be appealed from, as provided by this Act;

(*b*) In pursuance of a Judgment, or Decision, given by a County Judge in a Division Court, under the authority of this Section, and not appealed from, execution may issue from time to time, to recover what may be due of the amount which the Judge may have decided the Plaintiff entitled to, in like manner as on a Judgment recorded in a Division Court for a debt, together with all Fees and Expenses incidental to the issuing thereof and levy thereunder. Issue of execution.

5. Superannuation of old Teachers.

95. Every male Teacher of a Public School, holding a Certificate of Qualification under the School Acts, shall pay into the Fund for the support of Superannuated School Teachers, through the Public School Inspector, the sum of at least Four Dollars annually in half-yearly sums; Annual payments to superannuated School Teachers' Fund.

(*a*) Every female Teacher holding a like Certificate, and every legally qualified Master, or Teacher, of a High School, may also, while engaged in teaching, pay into the Fund a like, or larger, sum annually.

Teachers retiring to be paid back.

96. Any Teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one half of any sums paid in by him, or her, to the Fund, through the Public School Inspector, or otherwise;

(*a*) On the decease of any Teacher, his Wife, her Husband, or other legal Representative, shall be entitled to receive back the full amount paid into the Superannuation Fund by such Teacher, with interest at the rate of seven per centum per annum.

Right of teachers to retire.

97. Every Teacher who, while engaged in his profession, contributes to the Superannuated Teachers' Fund, as provided by this Act, shall, on reaching the age of sixty years, be entitled to retire from the profession at his discretion, and receive an allowance, or Pension, at the rate of Six dollars per annum for every year of such service in Upper Canada, or Ontario, upon furnishing to the Council of Public Instruction satisfactory evidence of good moral character, of his age, and of the length of his service as a Public or High School, Teacher in Upper Canada, or Ontario;

Pension on reaching 60 years of age.

Condition of Pension.

(*a*) Such Pension may be supplemented out of local funds by any Municipal Council, Public, or High, School Board, or Board of Education, at its pleasure.

Teachers under 60.

98. Every Teacher under sixty years of age who has contributed as aforesaid, and who is disabled from practising his profession, shall be entitled to a like Pension, or local supplementary allowance, upon furnishing the like evidence, and upon furnishing to the Council from time to time, in addition thereto, satisfactory evidence of his being disabled;

$1 per annum extra to certain teachers.

(*a*) Every Teacher entitled to receive an allowance from the Superannuated Teachers' Fund, who holds a First, or Second, Class Provincial Certificate, or who is an authorized Head Master of a High School, or Collegiate Institute, shall, in addition to said allowance, or Pension, be entitled to receive a further allowance at the rate of one dollar per annum for every year of service while he held such Certificate, or while he acted as Head Master of a High School, or Collegiate Institute.

Proviso in regard to good moral character.

99. The retiring allowance shall cease at the close of the year of the death of the Recipient, and may be discontinued at any time should the pensioned Teacher fail to maintain a good moral character, to be vouched for, (when required,) to the satisfaction of the Council of Public Instruction.

Resume profession.

100. If any pensioned Teacher shall, with the consent of the Council, resume the profession of teaching, the payment of his allowance shall be suspended from the time of his being so engaged.

(*a*) In case of his again being placed by the Council on the superannuation list, a Pension for the additional time of teaching shall be allowed him, on his compliance with this Act and the prescribed Regulations.

Condition of Pension.

101 No Teacher shall be entitled to share in the Superannuated Teachers' Fund, unless:—

(*a*) He has contributed to said fund the sum of four dollars, or more, per annum, during and for the period of his teaching school, or of his receiving aid from said Fund.

(*b*) He furnishes satisfactory evidence to the Council of Public Instruction, of good moral character, age and length of service in this Province as a Public, or High, School Teacher, as provided by this Act.

School Treasurer to pay Inspector superannuation money.

102. The Municipal Treasurer, or other Treasurer of School Moneys, shall, at the end of each half-year, pay over to the Order of the Inspector the amount of money which is in such Treasurer's hands, being money which

said Inspector has deducted, as required by law, from salaries of male Teachers for the Superannuated Teachers' Fund for such half-year, or which is due and payable by any male Teacher to the fund.

PART VII.—PUBLIC SCHOOL INSPECTORS' QUALIFICATIONS AND DUTIES.

1. Qualifications of Inspectors—Restriction.
2. Appointment, Removal, and Salary, of Inspectors.
3. Duties of County Inspectors.

(1) *Oversight of Schools—Apportionment of Moneys.*
(2) *Cheques to Teachers—Superannuation Moneys.*
(3) *Visitation and Inspection of Schools—Lectures.*
(4) *Management of Schools—Meetings of Examiners, etcetera.*
(5) *Settlement of Complaints and Differences.*
(6) *Election Lists—Duty of Inspectors.*
(7) *Suspending and giving Teachers' Certificates.*
(8) *Miscellaneous—Guided by Instructions—Annual Report.*
(9) *Apportionment to Union School Sections.*

4 Duties of City and Town Inspectors of Schools.

(1) *Oversight and Examination of Schools.*
(2) *Lectures—Management of Schools—Text Books.*
(3) *Meeting of Examiners—Teachers' Certificates.*
(4) *Miscellaneous Duties—Election Lists—Duty of Inspectors.*

1. Qualifications of Inspectors—Restriction

Qualifications of Inspectors.

103. The qualifications of County, City and Town Inspectors shall, from time to time, be prescribed by the Council of Public Instruction, which shall determine the time and manner of Examination of Candidates for Certificates of Qualification as Inspectors, and grant such Certificates.

School Inspectors shall not hold certain offices.

104. No Inspector shall be a Teacher, or Trustee, of any Public, High, or Separate, School while he holds the office of Inspector.

2. Appointment, Removal, and Salary of Inspectors.

Appointment of Inspectors.

105. Each County Inspector of Public Schools shall be appointed by the County Council, and every City, or Town, Inspector shall be appointed by the Public School Board of the City, or Town;

Conditions of dismissal of Inspector.

(*a*) Any County, City, or Town, Inspector shall be subject to dismissal by a majority of the Members of the Council, or Board, appointing him, in case of misconduct, or inefficiency, or by a vote of two-thirds of such Council or Board without such cause;

(*b*) The County Inspectors shall be subject to dismissal by the Lieutenant-Governor for misconduct, or inefficiency;

(*c*) No dismissed Inspector shall be re-appointed without the concurrence of the Party who has dismissed him;

Qualification of Inspectors.

(*d*) No Person shall be eligible to be appointed an Inspector who does not hold a legal Certificate of Qualification as required by the One hundred and third Section of this Act.

Salary and remuneration of Inspectors.

106. The County remuneration of an Inspector shall not be less than Five dollars per School per annum, to be paid quarterly by the County Council;

(1) The County Council shall also have authority to determine and provide:—

(*a*) For the Travelling Expenses of the County Inspector;

(*b*) It shall be lawful for the Lieutenant-Governor to direct the payment, out of the Consolidated Revenue, of an additional sum, not exceeding Five dollars per school per annum, to each County Inspector.

Additional Allowance to County Inspectors.

Additional allowance to County Inspectors.

107. Every County School Inspector shall be entitled to an allowance from the County Council, including Travelling Expenses, of such an amount as the Council may determine, when not fixed by law, for performing the following additional duties.—

Equalizing assessments.

(1) Equalizing annually, with the Mayors, Reeves, or Deputy-reeves, as required by law, the Assessments in union School Sections, or divisions:—

Visiting new Townships.

(2) Visiting and inspecting Schools, and giving special Certificates to Teachers in new and remote Townships, under the authority of this Act.

Additional remuneration to Inspectors in new districts

108. Any Inspector, or other duly qualified Person, appointed to inspect Schools in new and remote Townships, and to advise and encourage the Settlers to establish Schools for their children, under the Regulations and with the aid provided by law, or to report on any School matter, shall be entitled to such additional, or other, remuneration out of any moneys appropriated by the Legislature for that purpose, as may be deemed just and equitable, considering the nature and extent of the duties to be performed.

nspector not to hold other offices.

109. No Inspector of Schools hereafter appointed shall, during his tenure of office, engage in, or hold, any other employment, office, or calling which would interfere with the full discharge of his duties as Inspector, as required by law.

Inspectors to swear witnesses in certain cases.

110. In cases where an Inspector requires the testimony of Witnesses to the truth of any facts alleged in any complaint, or Appeal, made to him, it shall be lawful for such Inspector to administer an oath to such Witnesses, or to require their solemn affirmation, before receiving their testimony.

Warden may supply vacancies in the office of Inspector.

111. In the event of any County Inspector resigning his office the Warden of the County within which such Inspector held office, may appoint, from the list of those legally qualified, a fit and proper Person, to the office vacated, until the next ensuing meeting of the County Council.

3. Duties of County School Inspectors.

Duties of County School Inspectors.

112. It shall be the duty of every Public School Inspector in a County, and he is hereby empowered:—

(1) *Oversight of Schools.—Apportionment of Moneys.*

(1) To have the oversight of all Public Schools in the Townships and Villages within the County, or union of Counties, or part of the County, or union of Counties, for which he shall be appointed.

Jurisdiction, obligations, &c.

(*a*) To have all the powers in every Municipality within his jurisdiction, and be subject to all the obligations which are conferred or imposed

upon Inspectors by this Act, according to such instructions as may be given to him, from time to time, by the Chief Superintendent of Education.

(2) To distribute, unless otherwise instructed by the Chief Superintendent of Education, among all of the School Sections and divisions under his jurisdiction, their respective portions of the Public School Fund apportioned to, or raised by County Rate within the Townships under his charge, according to the ratio of the average attendance of Pupils at each Public School, (the mean attendance of Pupils for each half year being taken,) as compared with the whole average number of Pupils attending the Public Schools of every such Township; To apportion School Fund according to average attendance.

(3) To apportion the School Fund, but not give a Cheque for any portion of it, to any School Section which has not been conducted according to law and the Regulations provided under its authority, or whose Trustees have neglected to transmit to him their Return of average attendance for the last preceding half-year. To apportion but not pay unless Trustees make half-yearly return.

(2) *Cheques to Teachers—Superannuation Moneys.*

(4) To give to any qualified Teacher, Assistant, or Monitor, (but to none others), on the Order of the Trustees of any School Section, a Cheque upon the County Treasurer, or Sub-treasurer, for any sum of money apportioned and due to the Section, after deducting the Teachers' Superannuation Moneys payable by the male Teacher of the Section, as provided in the next succeeding clause of this Section; Give cheques to none but qualified teachers.

(5) To deduct Two dollars semi-annually for the Superannuated Teachers' Fund, from each half-yearly payment made by him on behalf of any male Teacher holding a Certificate of Qualification within his jurisdiction, and transmit the same to the Education Department; Deduct half-yearly payments.

(*a*) Every Treasurer of School Moneys is required to pay to the order of the Inspector, at the end of every half-year, and male Teacher's Superannuation Moneys in his hands; Teachers' superannuation moneys.

(6) To give no Cheque, upon any Trustees' Order, except in the case of a new School Section, unless a satisfactory Annual School Report for the year ending on the last day of December preceding has been received from the Trustees; nor unless it appear by such Report that a School has been kept by a qualified Teacher in such Section for at least six months during the year ending at the date of such Report; Condition of giving orders to teachers.

(3) *Visitation and Inspection of Schools.—Inspectors' Lectures.*

(7) To visit every Public School within his jurisdiction twice in a year, unless oftener required to do so by the County Council which appointed him, or for the adjustment of disputes, or otherwise; Make two visits a year to each school.

(*a*) One of such half-yearly visits shall be made between the first of April and the first of October, and the other between the first of October and the first of April;

(8) To examine at every half-yearly visit, into the state and condition of the School, as respects the progress of the Pupils in learning; the order and discipline observed; the system of instruction pursued; the mode of keeping the School Registers; the average attendance of Pupils; the character and condition of the Building and Premises; and to give such advice as he may judge proper; Examine the state of the school.

(9) To deliver from time to time, under Regulations prescribed by the Chief Superintendent, a Public Lecture, or Lectures in his County, or Deliver annual lecture in each section.

division, on some subject connected with the objects, principles, and means of Practical Education;

Other duties.

(*a*) He shall also do all in his power to persuade and animate Parents, Guardians, Trustees and Teachers, to improve the character and efficiency of the Public Schools, and to secure the sound education of the young generally.

(4) *Management of Schools—Meetings of Examiners, etcetera.*

See to observance of lawful regulations.

(10) To see that all the Schools are managed and conducted according to law;

(*a*) To prevent the use of unauthorized, and to recommend the use of authorized, Text Books in each School;

(*b*) To acquire and give information as to the manner in which such authorized Books can be obtained, and the economy and advantage of using them

(11) To apply, from time to time to the County Council for suitable Rooms, or other Accommodation, for holding the Examination of Public School Teachers in such County;

Attend certain meetings.

(*a*) To attend and take part in the Meetings of the Board of Examiners of Public School Teachers, as required by this Act;

(*b*) Also, in the Meetings of the Board of Examiners for the Admission of Pupils to any High School in a Township, or Village;

(*c*) Also, in the Meetings for Arbitrations [and for the settlement of School Section Appeals to the County Council] appointed under the authority of this Act;

(12) To meet and confer with the Chief Superintendent of Education at such time and place as he may appoint when making Official Visits to the County;

(13) To call and attend the Meetings authorized to be held by this Act, for the formation, or alteration, of the boundaries of union School Sections, or divisions, and for the annual equalization of their Assessments;

Aid in forming Union Sections.

(14) To give the notice to the Township Clerk and to the School Trustees in regard to the formation, or any alteration in the boundaries of [any School Section] union School Sections, or divisions, as required by this Act;

(5) *Settlement of Local Complaints and Differences.*

Mode of proceeding in contested elections in school sections.

(15) To receive, investigate and decide upon any Local complaint:

(*a*) In regard to the election of School Trustees, made to him within twenty days after holding any Public School Meeting for the election of a Trustee, or Trustees, in any rural Section, within the limits of his charge, or respecting the mode of conducting such election;

(*b*) In regard to the proceedings at any rural School Meeting;

(*c*) According to the best of his judgment to confirm, or set such proceeding, or election, aside, and appoint the time and place for a new election;

Complaint within twenty days.

(*d*) No complaint in regard to any election, or proceeding at a School Meeting, shall be entertained by any Inspector unless made to him in writing within twenty days after the holding of the Election, or Meeting:

Call meetings.

(16) To appoint, in his discretion, the time and place for a Special School Section Meeting, at any time, for any lawful purpose;

To decide disputes.

(17) To decide upon any difference of opinion between the Auditors of the School Accounts of any School Section which may be referred to him.

(18) To decide upon any questions submitted to him which arise between interested parties under the operation of this Act;

(*a*) If he deems it advisable, the Inspector may refer any such question for settlement to the Chief Superintendent of Education; Appeal.

(6) *Election Lists—Duty of Inspectors.*

(19) To prepare and exhibit publicly in his Office, for the purpose of the election of a Member to the Council of Public Instruction, not later than the fifteenth day of June, of the years One thousand eight hundred and seventy-four, and One thousand eight hundred and seventy-six, and not later than the fifteenth day of June of every subsequent second year thereafter, an alphabetical list of the names and post-office addresses of all legally qualified Teachers in the Public and Separate Schools within his Municipality, or jurisdiction, who may be entitled to vote at such elections; Inspector to prepare election lists.

(*a*) This list may be examined by any Teacher of a Public, or Separate, School at all reasonable times for one month from such fifteenth day of June; Open to inspection.

(*b*) In case any interested party complains to the said Inspector in writing of the improper omission, or insertion, of any name in the said list, it shall be the duty of the Inspector forthwith to examine into the complaint, and rectify the error, if any there be; Errors.

(20) To transmit to the Chief Superintendent of Education, not later than the fifteenth day of July in each of the aforesaid years, a duly certified copy of such corrected alphabetical list of legally qualified Teachers, (in a form to be provided for that purpose); Transmit lists to Chief Superintendent.

(*a*) All the persons named in the list shall be deemed entitled to vote; Lists in cases of vacancies.

(21) To furnish to the Chief Superintendent, (in case an election to fill a vacancy is required to be made by the Masters and Teachers of the Public and Separate Schools), a new alphabetical list of Voters, two weeks before the time fixed for such election, otherwise the list then last received by the Chief Superintendent shall be used;

(7) *Suspending, and giving, Teachers' Certificates.*

(22) To suspend the Certificate of Qualification of any Class, or grade of any Master, or Teacher, for any cause which may appear to him to require it; May suspend Teacher's Certificate.

(*a*) The suspension of a Provincial Certificate, issued by the Chief Superintendent, or Council of Public Instruction, shall continue until the case be reported to and decided by the Chief Superintendent;

(*b*) Any other Certificates suspended by the Inspector shall remain so until the next ensuing Meeting of the County Board of Examiners of Public School Teachers, of which Meeting due notice shall be given to the Teacher whose Certificate is suspended;

(*c*) The suspension, or cancelling, of a Teacher's Certificate of Qualification shall release the School Trustees who employed the Teacher from any obligation to continue him in their employment;

(23) To report forthwith to the Chief Superintendent of Education the suspension by him of a Teacher's Provincial Certificate of Qualification, issued by the Chief Superintendent of Education or Council of Public Instruction; Report to Chief Superintendent.

(*a*) The Inspector shall notify in writing, the Teacher whose Certificate he has suspended of the reasons of such suspension;

(*b*) The Chief Superintendent of Education shall finally decide the case;

May give temporary certificates to teachers.

(24) To give any Candidate, on due examination, according to the Programme authorized for the Examination of Teachers, a Certificate of Qualification to teach a School within the limits of the charge of such Inspector until, (but no longer, than) the next ensuing Meeting of the Board of Examiners of which such School Inspector is a Member;

(*a*) No such Certificate shall be given a second time, or be valid, if given a second time, to the same Person in the same County;

To endorse third class certificates.

(25) To endorse as valid within the County, Riding, or division in which he is Inspector, any Third Class Certificate issued by any County, or City, Board of Examiners, under such General Regulations as may from time to time be prescribed under this Act;

Certificates to teachers in new districts.

(26) To examine and give, under such general Regulations, or Instructions, as aforesaid, special Certificates, from time to time, to Teachers in new and remote Townships in the County, Riding, or division, in which he is Inspector;

(*a*) Such Certificate shall be valid in such Townships for the periods mentioned in the Regulations;

Monitors and assistants in public schools

(27) To examine and give, at his discretion, a Special Certificate to be valid for one year, to a senior Pupil, (or Pupils) of a Public School, or other Person, to act as Monitor, or Assistant, or Monitors, or Assistants, in such Public School, under General Regulations and Instructions framed by the Council of Public Instruction for that purpose;

Proviso.

(*a*) The Inspector shall not grant such Certificate without being fully satisfied that the Pupil, or Person, is qualified to teach the subjects for which he has been, or may be, employed.

(8) *Miscellaneous—Guided by Instructions—Annual Report.*

Schools in unorganized townships.

(28) To perform any duties required of him by this Act, in regard to the formation, alteration and Assessment Rolls of School Sections in the unorganized Townships;

Apply to council to alter sections.

(29) To apply, at his discretion to the Township Council to alter the boundaries of any School Section, or School Sections, within his jurisdiction;

School site compensation.

(30) To direct Trustees at his discretion, as to the deposit with the County Treasurer, or other investment, of the compensation awarded for School Sites under the thirty-eighth Section of this Act;

Distance of non-resident pupils from school.

(31) To decide any dispute which may arise as to the comparative distance of the homes of Non-resident Pupils from the School of their Section, and from the School of an adjoining Section, or division;

Act as valuator.

(32) To act jointly with two other Persons as Valuator of School Section Sites, School Houses and other School Property in a Township, as may be directed by a Township Council, and to report with them the result to the Council;

Aid to poor schools.

(33) To recommend to the County Council such Special, or Additional Aid as he may deem advisable to be given to new, or needy School Sections in the County;

Superannuation money.

(34) To give orders on the County Treasurer, or Sub-treasurer, or on the Treasurer of the School Trustees, or Village Corporation, for any Moneys in his hands, deducted by such Inspector, or otherwise payable by male Teachers under his jurisdiction into the Superannuated Teachers' Fund;

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(35) To act in accordance with the Regulations provided for his guidance, and the Instructions given to him from time to time by the Chief Superintendent of Education; Observing regulations—Giving information to the Chief Superintendent and county auditors.

(36) To give any information in his power when desired to the Chief Superintendent of Education respecting any Public School matter within his jurisdiction;

(37) To furnish the County Auditors, when required, with the Trustees' Orders as the Authority for his Cheques upon the County, or Sub-treasurer, for School Moneys;

(38) To deliver over to his Successor, on retiring from office, copies of his Official Correspondence, and all School Papers in his custody, on the order of the County Council; Hand over papers on retiring from office.

(39) To prepare and transmit to the Chief Superintendent of Education, on or before the first day of March, an Annual Report, which shall be in the form provided by the said Chief Superintendent, and which shall state— Transmit annual report to the Chief Superintendent.

(*a*) The whole number of Schools and School Sections, or parts of Sections in each Township within his jurisdiction;

(*b*) The number of Pupils over the age of five and under the age of sixteen taught in each School; the number between the ages of sixteen and twenty-one years; the whole number of children residing in each Section, or part of a Section, over the age of five and under the age of sixteen years;

(*c*) The length of time a School has been kept by a qualified Teacher in each of such Sections or parts of Sections; the branches taught; the number of Pupils in each branch; the Books used; and the average attendance of Pupils, both male and female, in each half-year;

(*d*) The amount of Moneys received and collected in each Section, or part of a Section,—distinguishing the amount apportioned by the Chief Superintendent of Education; the amount received from County Assessment; the amount raised by Trustees; and the amount from any other, and what, sources; also how such Moneys have been expended, or whether any part remains unexpended, and from what causes; and the Annual Salary of Teachers, male and female, with and without Board; Contents.

(*e*) The number of School Visits made by himself and others during the year; the number of School Lectures delivered; the whole number of School Houses, their sizes, description, Furniture and Appendages; the number rented; the number erected during the year; of what description; and by what means;

(*f*) The number of qualified Teachers; their standing, sex and Religious Persuasions; the number, so far as he can ascertain, of Private Schools; the number of Pupils and subjects taught therein; the number of Libraries, their extent, and how established and supported; also, any other information which he may possess respecting the educational state, wants and advantages in each Township of his charge, and any suggestions which he thinks proper to make with a view to the improvement of Schools and diffusion of useful knowledge.

(9) *Apportionment to Union School Sections.*

113. The School Inspectors of adjoining Townships shall determine the sums to be paid from the Public School Fund of each Township in support of the Schools of union School Sections consisting of portions of the Townships; How union sections shall be paid.

(*a*) They shall also determine the manner in which such sums shall be paid;

Warden to decide in case of dispute.

(*b*) In the event of one Person being Inspector of the Township concerned, he shall act in behalf of all the Townships;

(*c*) In the event of the School Inspectors thus concerned not being able to agree as to the sum to be paid to each of the Townships, the matter shall be referred to the Warden of the County for final decision.

4. Duties of City and Town Inspectors of Schools.

114. It shall be the duty of every Public School Inspector in a City, or Town, and he is hereby empowered:—

(1) *Oversight and Examination of Schools.*

(1) To have the oversight of all the Public Schools in the Municipality for which he shall be appointed;

(2) To have all the powers and be subject to all the obligations conferred and imposed upon Inspectors by this Act, according to such Instructions as may from time to time be given to him, by the Chief Superintendent of Education;

Make two visits a year to each school.

(3) To visit every Public School within his jurisdiction, from time to time, and as often as may be required of him by the Public School Board:

Examine the state of the school.

(4) To examine, at his visits of inspection, into the state and condition of every School, as respects the progress of the Pupils in learning; the order and discipline observed; the system of instruction pursued; the mode of keeping the School Registers; the average attendance of Pupils; the character and condition of the Building and Premises;

(5) To give such advice to the Teachers, the Pupils and Officers of the School as he may judge proper;

(2) *Lectures—Management of Schools—Text Books.*

Deliver annual lecture in each section.

(6) To deliver from time to time, as may be prescribed a Public Lecture on some subject connected with the objects, principles, and means of Practical Education;

(7) To do all in his power to persuade and animate Parents, Guardians, Trustees and Teachers, to improve the character and efficiency of the Public Schools, and to secure the sound education of the young generally;

See to observance of lawful regulations.

(8) To see that all the Schools are managed and conducted according to law;

(9) To prevent the use of unauthorized, and to recommend the use of authorized, Text Books in every School; and to require and give information as to the manner in which such authorized Books can be obtained, and the economy and advantage of using them;

(3) *Meetings of Examiners—Teachers' Certificates.*

Attend certain meetings.

(10) To attend the Meetings of the Board of High School Examiners and to perform the duties required of him in the Examination of Pupils for Admission to the High School, or Collegiate Institute;

(*a*) If a City Inspector of Schools do attend the Meetings of the City Board of Examiners and perform the duties required of him in the examination of Public School Teachers;

(*b*) The City Inspector shall apply to the Public School Board for suitable Rooms or other accommodation, in which to hold the Examination of Public School Teachers;

(11) To meet and confer with the Chief Superintendent of Education at such time and place as he may appoint when making Official Visits to the County; Confer with Chief.

(12) To give, in conjunction with the Public School Board, to any qualified Teacher, Assistant, or Monitor, but to none others, an Order upon the Treasurer for any Salary due to such Teacher, or Monitor; Give cheques to none but qualified teachers.

(13) To deduct Two dollars from the amount payable every half-year to any male Teacher employed by the Board, as such Teacher's contribution to the Superannuated Teacher's Fund; Deduct Superannuation moneys.

(*a*) The School Treasurer is required to pay over such Superannuated Money to the Order of the Inspector, at the end of every half year;

(14) To suspend the Certificate of Qualification of any Class or Grade, of any Master, or Teacher, for any cause which may appear to him to require it; May suspend teacher's certificate.

(*a*) The suspension of a Provincial Certificate issued by the Chief Superintendent of Education, or Council of Public Instruction, shall continue until the case be referred to and decided by the Chief Superintendent;

(*b*) Other Certificates suspended by the Inspector shall remain so suspended until the next ensuing Meeting of the City, or County, Board of Examiners, of which Meeting, due notice shall be given by the Inspector to the Teacher whose Certificate of Qualification has been suspended;

(*c*) The cancelling, or suspension, of a Teacher's Certificate of Qualification shall release the School Trustees who employed the Teacher from any obligation to continue him in their employment,

(15) To report forthwith to the Chief Superintendent of Education the suspension by him of a Teacher's Certificate, issued by the Chief Superintendent, or the Council of Public Instruction, notifying in writing, the Teacher, whose Certificate is suspended, of the reasons of the suspension; Report suspension.

(*a*) The Chief Superintendent shall finally decide the case;

(16) To give any Candidate, on due examination, according to the Programme authorized for the Examination of Teachers, a Certificate of Qualification to teach a School within the limits of the charge of the Inspector until, (but no longer, than) the next ensuing Meeting of the Board of Examiners of the City, or County; May give temporary certificates to teachers.

(*a*) No such Certificate shall be given a second time, or be valid if given a second time, to the same Person in the same Municipality;

(17) To endorse, under General Regulations prescribed, or Instructions given under this Act, as valid within the City, or Town, any Third Class Certificate issued by any City, or County, Board of Examiners; Endorse third class certificates.

(18) To examine and give, under General Regulations and Instructions framed by the Council of Public Instruction for that purpose, a Special Certificate, to be valid one year, to a senior Pupil, or Pupils, of a Public School, or other Person, to act as Monitor, or Assistant, or Monitors, or Assistants in such Public School; Monitors and assistants in Public Schools.

(*a*) The Inspector shall not grant such Certificate without being fully satisfied that the Pupil, or Person, is qualified to teach the subjects for which he has been, or may be, employed;

(19) To give an Order half yearly on the Treasurer, or Secretary-treasurer, for any Moneys in his hands, deducted by him or otherwise payable by male Teachers employed by the Board, to the Superannuated Teachers' Fund; Order for Superannuation money.

Distance of non-residents from school.

(20) To decide, in case of dispute, as to the comparative distance of non-resident children from their home to the School of their Section, or to the School of the City, Town, or division;

(4) *Miscellaneous Duties—Election Lists—Duty of Inspectors.*

Inspector to prepare election lists.

(21) To prepare and exhibit publicly in his Office, for the purpose of the election of a Member to the Council of Public Instruction, and not later than the fifteenth day of June, of the years One thousand eight hundred and seventy-four, and One thousand eight hundred and seventy-six, and not later than the fifteenth day of June of every subsequent second year, thereafter alphabetical lists of the names and post office address of all legally qualified Teachers in the Public and Separate Schools, within his Municipality, or jurisdiction, who may be entitled to vote at such elections;

Open to inspection.

(*a*) This list may be examined by any Teacher of a Public, or Separate, School at any reasonable times for one month from such fifteenth day of June;

Errors.

(*b*) In case any interested party complains to the said Inspector in writing of the improper omission, or insertion, of any name in the said list, it shall be the duty of the Inspector, forthwith to examine into the complaint, and rectify the error, if any there be;

Transmit lists to Chief Superintendent.

(22) To transmit to the Chief Superintendent of Education, not later than the fifteenth day of July in each of the aforesaid years, a duly certified copy of such corrected alphabetical list of legally qualified Teachers, (in a form to be provided for that purpose);

(*a*) All the Persons named in the list shall be deemed entitled to vote;

Lists in case of vacancies.

(23) To furnish to the Chief Superintendent of Education, (in case an election to fill a vacancy is required to be made by the Masters and Teachers of the Public and Separate Schools) a new alphabetical list of Voters, two weeks before the time fixed for such election, otherwise the list then last received by the Chief Superintendent shall be used;

Observing regulations—

(24) To act in accordance with the Regulations and Instructions provided by the Chief Superintendent of Education for his guidance;

Giving information to the Chief Superintendent.

(25) To give any information in his power, when desired, to the Chief Superintendent of Education respecting any Public School matter within his jurisdiction;

Hand over papers on retiring from office.

(26) To deliver over to his Successor, on retiring from office, copies of his Official Correspondence, and all School Papers in his custody, on the order of the Public School Board;

Transmit annual report to the Chief Superintendent.

(27) To prepare and transmit to the Chief Superintendent of Education, on or before the first day of March, an Annual Report, in the form prescribed by the said Chief Superintendent;

Decide questions.

(28) To decide upon any questions submitted to him which may arise between interested parties under the operation of this Act; or

(*a*) If he deem it advisable, the Inspector may refer any such question *e.* the Chief Superintendent.

Perform other duties.

(29) To perform such other duties as may be required of him by the Public School Board, or the Chief Superintendent of Education.

PART VIII.—COUNTY AND CITY BOARDS OF EXAMINERS.

1. Appointment—Members—Quorum—Remuneration—Yearly Examinations.
2. Duties of the Board—Certificates.

(1) *To grant Certificates.*
(2) *Certificates only granted to Natural Born, or Naturalized, Subjects of Her Majesty.*
(3) *Under whose authority Certificates shall issue.*
(4) *Certificates to Students of any Normal School in the British Dominions.*
(5) *Certain old Certificates valid.*

County Board of Examiners constituted — examination of Public School Teachers.

115. Every County Council, and every City Public School-board, shall appoint a County, or City, Board of Examiners, for the examination and licensing of Teachers, in accordance with the Regulations provided by law;

(*a*) The Board shall consist of the County, or City, Inspector, (*as the case may be,*) and two or more other competent Persons, whose qualifications shall, from time to time, be prescribed by the Council of Public Instruction;

(*b*) In no such Board shall the number of Members exceed five;

(*c*) In all cases, the majority of the Members appointed shall constitute a quorum for the transaction of business.

Public School Teachers' Examinations to be held Yearly.

Only one examination of teachers be held yearly.

116. Not more than one Examination per annum shall be held in the several Counties and Cities for the granting of Public School Teachers' Certificates;

(*a*) Such Examination shall be held some time during the month of July, as determined by the Council of Public Instruction;

Examination in each division.

(*b*) Where there are two Inspectors in any County, the County Council may authorize and direct a separate examination to be held in each division of the County.

County Council to provide place for teachers examinations

117. It shall be the duty of every County Council and City Public School Board:—

(1) To provide, upon the application of the Inspector, suitable Rooms, or other accommodation, for holding the Examination of Teachers in the County, or City;

County Council to defray Expenses.

(2) To provide for the incidental expenses connected with the meeting and proceedings of the County, or City, Board of Examiners;

Additional allowance to examiners.

(*a*) Every Member of the Board of Examiners shall be entitled to the same allowance from the County Council, or City Board, for his time, Travelling and other expenses, as a Member of the County Council receives, for time and attendance at the County Council, and to such additional allowance as may be determined by such Council, or Board;

Contingencies.

(*b*) The incidental expenses attending the Meeting of such Board, shall include the recompense to its Members, the Stationery, Room, Fuel, Light, Printing of notices, Examination Papers, and Certificates, and such remuneration to the Secretary of such Board, as the Board may deem just and expedient.

2. Duties of the Board—Certificates.

118. It shall be the duty of every County and City Board of Examiners:—

(1) *To grant Certificates.*

To examine Teachers and give certificates.

(1) To examine and give Certificates of Qualification to Candidates as Teachers of Public Schools, according to their attainments and abilities, as prescribed in the authorized Programme of Examination and Instructions under this Act;

Signature to certificates.

(*a*) Every Certificate of Qualification, issued by any Board of Examiners, shall have the signature of at least one Inspector of Schools;

To decide upon any case of suspension of County Board certificates by the Inspector.

(2) To dispose of any case of suspension by an Inspector of any County, or City, Board Certificate in such manner as a majority of the Members present may think proper.

(2) *Certificates only granted to Natural Born, or Naturalized, Subjects of Her Majesty.*

Teachers to be moral, and to be subjects of Her Majesty.

119. No Certificate shall be given to any person as a Teacher, who does not furnish satisfactory proof of good moral character, or, who, at the time of applying for the Certificate, is not a natural born, or naturalized, Subject of Her Majesty, or who does not produce a Certificate of having taken the oath of allegiance to Her Majesty, before a Justice of the Peace for the Municipality in which such Person resides.

(3) *Under whose authority Certificates shall issue.*

120. First-class Provincial Certificates of Qualifications shall, on the report of the Central Committee of Examiners, be awarded to Teachers by the Council of Public Instruction;

1st and 2nd class provincial certificates

(*b*) Second Class Provincial Certificates may, upon the report of the Central Committee of Examiners, be awarded by the Council of Public Instruction, to Candidates eligible for First-class Certificates who may fail to come up to the required standard;

(*c*) First and Second Class Provincial Certificates by the Chief Superintendent of Education on the report of the Central Committee of Examiners, as provided by this Act;

(*d*) Second and Third Class Certificates shall be awarded to eligible Candidates by County and City Boards of Examiners;

(*e*) First and Second Class Provincial Certificates only, given under the authority of this Act, shall be permanent during the good behaviour of the Holders, and valid in all the Municipalities of the Province.

(4) *Certificates to Students of any Normal School in the British Dominions.*

Certificates to students of any Normal School in British Dominions.

121. Upon passing the requisite Examination, Special Certificates may be issued by the Chief Superintendent of Education, (under the prescribed Regulations) to any Person who has been trained at any Normal School, or other Training Institution for Teacher, or who has been duly certificated, or licensed by any recognized Body as a School Teacher in any part of the British Dominions;

Nature of qualifications.

(*a*) Such Certificates shall specify, among other qualifications, the standing of such Person at the Normal School, or other Training Institution, and the extent of his ability and aptitude to teach, as evidenced by

his Certificates, or testimonials, from such Normal School, or other Body, to the satisfaction of the Chief Superintendent of Education.

(5) *Certain Old Certificates Valid.*

Former certificates continued.

122. All Certificates of Qualification of Teachers granted before the fifteenth day of February, in the year One thousand eight hundred and seventy-one, shall remain in force in their respective Municipalities on the terms and conditions of the Act under which they were granted; and upon their ceasing to be valid, as provided by law, other than by the confirmation of their suspension, they may be renewed, from time to time, under the Regulations and Programmes prepared under the authority of this Act.

123. Every Public School Teacher's First-class Certificate, issued under the School Laws of this Province, by a County Board before the fifteenth day of February, One thousand eight hundred and seventy-one, and now legally valid, (not having been recalled, suspended, or cancelled, according to law), in any City, or County, shall remain valid in such County, or City during the good behaviour of the Holder.

(*a*) Every Public School Second-class Teacher's Certificate issued before such time, and under like authority, and now legally valid, as aforesaid, shall, (when such Teacher shall have taught for a period of not less than ten years in Ontario), continue to be valid during good behaviour in such County, or City.

PART IX.—SCHOOL VISITORS AND THEIR DUTIES.

Public School Visitors defined.

124. All Clergymen recognized by law, of whatever Denomination, all Judges, Members of the Legislature, Members of County Councils, and Aldermen, shall be School Visitors in the Townships, Cities, Towns, and Villages where they respectively reside:

(*a*) Persons holding the Commission of the Peace for the County only, shall not be school Visitors within Towns and Cities;

(*b*) Every Clergyman shall be a School Visitor only in the Townhsip, Town, or City where he has pastoral charge.

Their authority to visit the Public Schools

125. Each of the School Visitors may visit the Public School in the Township, City, Town, or Village;

(*a*) They may attend the Quarterly Examination of Schools, and, at the times of any such visit, may examine the progress of the Pupils, and the state and management of the School, and give such advice to the Teacher and Pupils, and any others present, as he thinks advisable, in accordance with the Regulations and Instructions provided in regard to School Visitors.

General Meeting of School Visitors.

126. A general Meeting of the Visitors may be held at any time, or place, appointed by any two Visitors, on sufficient notice being given to the other Visitors in the Township, City, Town, or Village;

(*a*) The Visitors thus assembeld, may devise such means as they deem expedient for the efficient visitation of the Schools, and for promoting the establishment of Libraries and the diffusion of useful knowledge.

PART X.—THE CHIEF SUPERINTENDENT OF EDUCATION, AND HIS DUTIES.

1. Appointment—Salary—Responsibility.
2. Powers and Duties of Chief Superintendent.

(1) *Apportionment of School Grants.*
(2) *Give Necessary Instructions—Decide Complaints and Appeals.*
(3) *Appoint Deputy—Conductors of Teachers' Institutes—Plans of School Houses—Library—Text-Books.*
(4) *Council of Public Instruction—Additional Catalogue—Report and Returns.*

3. Certain Grants Authorized.
4. Appeal from Division Court Decisions.
5. Special Cases to be Submitted to the Superior Courts.
6. School Apportionment Payable on the First of July.
7. Public School Fund Defined.
8. Condition of Paying the Legislative School Grant.

1. Appointment—Salary—Responsibility.

A Chief Superintendent to be appointed.

127. The Lieutenant-Governor may, from time to time, by Letters Patent under the Great Seal of the Province, appoint a fit and proper Person to be Chief Superintendent of Education for Ontario, who shall hold the office during pleasure.

His responsibility to the government.

128. The Chief Superintendent shall be responsible to the Lieutenant-Governor, and be subject to his direction, communicated through any department of the Provincial Government.

2. Powers and Duties of the Chief Superintendent.

Duties of the Chief Superintendent.

129. It shall be the duty of the Chief Superintendent of Education, and he is hereby empowered:—

(1) *To make an Apportionment of School Grants.*

Apportioning Legislative Grant.

(1) To apportion annually, on or before the first day of May, all moneys granted, or provided, by the Legislature for the support of Public Schools in, (and not otherwise appropriated by law) to, the several Counties, Townships, Cities, Towns, and incorporated Villages, according to the ratio of population in each, as compared with the whole population of Ontario;

(*a*) When the Census, or Returns upon which such an Apportionment is to be made, are so far defective in respect of any County, Township, City, Town, or Village, as to render it impracticable for the Chief Superintendent of Education to ascertain therefrom the share of School Moneys which ought to be so apportioned, he shall make the Apportionment according to the ratio in which, by the best evidence in his power, the same can be most fairly and equitably made;

Notice to the provincial treasurer and county clerks.

(2) To certify to the Provincial Treasurer the Apportionments made by him, so ar as they relate to the several Counties, Cities, Towns and incorporated Villages;

(*a*) To give immediate notice of the Apportionment to the Clerk of each County, or City, Town, and Village, interested therein, stating the time when the amount of Moneys so apportioned will be payable to the Treasurer of the County, City, Town or Village;

Distribution by school inspectors.

(3) To direct the County Inspector, if he shall deem it expedient, as to the distribution of the Public School Fund of any Township among the several School Sections, or parts of Sections, entitled to share in the same, according to the length of time in the year, during which a School has been kept open by a legally qualified Teacher in each of such Sections, or parts of Sections;

Protecting school moneys. —Deciding complaints.

(4) To see that all Moneys apportioned by him are applied to the objects for which they are granted; and for that purpose, and when not otherwise provided for by law, to decide upon all matters, disputes and complaints submitted to him, which involve the expenditure of any part of the School Fund;

(5) To have authority to decide upon all other disputes and complaints laid before him, the settlement of which is not otherwise provided for by law, and upon all Appeals made to him from the decision of any Inspector or other School Officer;

Application of balances of the school fund.

(6) To direct the application of the balances of the School Fund apportioned for any year, which may be forfeited according to the provisions of this Act, towards making up the Salaries of Teachers in the County to which the same has been apportioned;

Short Municipal assessments.

(7) To deduct, (should the Municipal Corporation of any County, City, Town, or Village, raise in any one year a less sum than that apportioned to it, out of the Legislative School Grant), a sum equal to the deficiency, from the apportionment of such County, City, Town, or Village, in the following year.

(2) *Give necessary Instructions—Decide Complaints and Appeals.*

Preparing forms and regulations.

(8) To prepare suitable Forms, and to give such Instructions as he may judge necessary and proper, for making all Reports, and conducting all proceedings under this Act;

(9) To cause the Forms and Instructions, together with such General Regulations as may be approved of by the Council of Public Instruction for the better organization and government of Public Schools, to be transmitted to each Trustee Corporation and Inspector required to execute the provisions of this Act;

Distributing Act and forms.

(10) To cause to be printed, from time to time, in a convenient form, so many copies of this Act, with the necessary Forms, Instructions and Regulations to be observed in executing its provisions, as he may deem sufficient for the information of each Trustee Corporation and Inspector of Public Schools, and to cause the same to be distributed for that purpose;

Disagreement between Roman Catholic school trustee and officials.

(11) To equitably decide, subject to an appeal to the Lieutenant-Governor, whose Award shall be final, upon any case of dispute, or disagreement between Trustees of Roman Catholic Separate Schools and Inspectors of Public Schools, or other Municipal Authorities, which may be referred to his equitable arbitrament;

(3) Appoint Deputy Superintendent.—Conductors of Teachers' Institute.—Plans of School Houses.—Library.—Text-Books.

Appointing a deputy and special inspectors.

(12) To appoint:

(*a*) One of the Clerks in the Education Department to be his Deputy to perform the duties of his Office in his absence;

(*b*) One, or more Persons, as he, from time to time, deems necessary, to inspect any School, or Schools, or to inquire into and report to him upon any School matter: Such Inspector, or other Person, or Persons, shall

Remuneration. be entitled to such remuneration out of any moneys appropriated by the Legislature for that purpose, as may be deemed just and equitable, considering the nature and extent of the duties to be performed;

Appoint conductors of teachers' institutes.

(13) To appoint proper persons to conduct County Teachers' Institutes; and to furnish such Rules and Instructions as he may judge advisable in regard to the proceedings of such Institutes, and the best means of promoting and elevating the profession of School Teaching and increasing its usefulness;

To provide plans for school houses, and to disseminate useful information.

(14) To provide and recommend the adoption of suitable Plans of School Houses, with the proper Furniture and Appendages; and to collect and diffuse among the people of Ontario useful information on the subject of Education generally;

Establishing school libraries.

(15) To employ all lawful means in his power to procure and promote the establishment of School Libraries for general reading, in the several Counties, Townships, Cities, Towns and Villages;

Apportioning library grant.

(16) To apportion the moneys provided by the Legislature for the establishment and support of School Libraries and Prizes, and in providing the Schools with Maps and Apparatus;

Condition.

(*a*) No aid shall be given towards the establishment or support of any school Library, and in providing Prizes, Maps and Apparatus, unless an equal amount be contributed and expended from local sources for the same object;

Text Books.

(17) To use his best endeavours to provide for and recommend the use of uniform and approval Text-books in the Schools generally;

(4) Council of Public Instruction—Additional Catalogue—Report and Returns.

To prepare general regulations, and to submit books, manuscripts, and general regulations to the Council of Public Instruction.

(18) To prepare and lay before the Council of Public Instruction, for its consideration, such general Regulations for the Organization and Government of Schools, and the management of School Libraries, as he may deem necessary and proper;

(19) To submit to the Council of Public Instruction all Books, or Manuscripts which are placed in his hands, with the view of obtaining the recommendation, or sanction, of the Council for their introduction as Text, Library, or Prize, Books;

Chief Superintendent to issue catalogues.

Additional catalogue.

(20) To cause to be printed from time to time a Catalogue, showing the names and prices of all the Books which are, or may be, sanctioned by the Council of Public Instruction for Libraries and for Prizes in the Schools;

(21) To cause to be printed each half year a Catalogue of any additional Books which may be sanctioned by the Council for said purposes;

(22) To authorize the payment out of any Moneys appropriated by the Legislature for that purpose, of one-half of the cost of any Prize, or Library, Book sanctioned by the Council of Public Instruction, for Public and High Schools and Collegiate Institutes, which may be purchased by a Municipal, or School, Corporation from any Bookseller, or other parties, instead of at the Depository of the Education Department; such payment shall be made to the order of the Corporation purchasing the Books at the prices therein specified, on the following conditions:— Education Department to pay one-half of the cost of library and prize books by municipal and school corporations.

(*a*) The Chief Superintendent shall be duly certified of the facts;

(*b*) He shall be furnished with the usual guarantee as to the proper disposition of the Books, which may be purchased elsewhere than at the Depository of the Department; Conditions.

(*c*) He shall be furnished with certified Vouchers of the cost, edition and binding of the Books so purchased elsewhere;

(*d*) He shall not pay more than one-half of the cost of the Books so purchased elsewhere, according to the prices specified for them in the printed Catalogues, or in the authorized list of Books published in the *Journal of Education;*

(23) To refer, at his discretion to the Council of Public Instruction for its inquiry into, and report upon, any matter connected with the administration of the School System, or with the interests of Schools; Matter referred to Council.

(24) To lay before the Legislature at each sitting thereof, a correct and full account of the disposition and Expenditure of all Moneys which come into his hands as Chief Superintendent; Account for moneys to Legislature.

(25) To make annually to the Lieutenant-Governor, on or before the first day of July, a Report of the actual state of the Normal, Model, High and Public Schools throughout Ontario, showing the amount of Moneys expended in connection with each, and from what sources derived, with such statements and suggestions for improving the Schools and the School Laws, and promoting education generally, as he may deem useful and expedient. To report annually on schools.

3. Certain Grants Authorized.

1. *Through the Chief Superintendent of Education.*

130. Out of certain Grants authorized from time to time in aid of Schools, and not otherwise expressly appropriated by law, the Lieutenant-Governor-in-Council may authorize the Expenditure annually of such sums as may, from time to time, be voted by the Legislature for the purposes following:— Certain grants authorized.

(1) For the purchase, from time to time, of Books, Publications, Specimens, Models, and Objects suitable for a Canadian Library and Museum, to be kept in the Normal School Buildings at Toronto, and to consist of Books, Publications, and Objects relating to education and other departments of Science and Literature, and Specimens, Models, and Objects illustrating the Physical Resources and Artificial Productions of Canada, especially in reference to Mineralogy, Zoology, Agriculture, and Manufactures; Museum.

(2) For supplying a copy of the *Journal of Education* to every School Corporation and every School Inspector; Journal of Education.

(3) For the establishment and support of School Libraries; Libraries.

(4) For providing the Schools with Maps and Apparatus and Prizes upon the same terms, and in the same manner as Books are provided for School Libraries; Prizes, maps, and apparatus.

Depository clerks.

(5) For the payment of Assistant Clerks, and a Salesman of the Public Library, Prize, Map and School Apparatus Depositories, in connection with the Department of Public Instruction;

Teachers' Institutes.

(6) For the encouragement of Teachers' Institutes;

School architecture.

(7) For procuring Plans and Publications for the improvement of School Architecture and Practical Science, in connection with Schools;

Poor Schools.

(8) For special Aid to Public Schools in new and poor Townships.

4. Appeal from Division Court Decisions.

Uniformity of Decisions in Division Courts.

131. It being highly desirable that uniformity of Decisions should exist in cases within the cognizance of the Division Courts and tried in such Courts, in which the School Inspectors, Trustees, Teachers, and others acting under the provisions of this Act are Parties, the Judge of any Division Court wherein any such Action may be tried, may, at the request of either party, order the entering of judgment to be delayed for a sufficient time to enable such party to apply to the Chief Superintendent of Education to appeal the case;

(a) After notice of Appeal has been served as hereinafter provided, no further proceeding shall be had in such case until the matter of Appeal has been decided by a Superior Court.

Chief Superintendent may appeal from such Court to the Superior Courts of Law.

132. The Chief Superintendent of Education may, within one month after the rendering of judgment in any such case, appeal from the decision of the Division Court Judge to either of the Superior Courts of Law at Toronto, by serving notice in writing of such Appeal upon the Clerk of the Division Court appealed from, which Appeal shall be entitled "The Chief Superintendent of Education for Ontario, Appellant, in the matter between (A. B. and C. D.)"

Judge to send Papers to Superior Court, and Chief Superintendent.

133. The Judge, whose decision is thus appealed from, shall thereupon certify under his hand, to the Superior Court appealed to the summons and statement of claim and other proceedings in the case, together with the evidence and his own judgment thereon, and all objections made thereto;

(a) On the Judge receiving an intimation of Appeal from his Decision, (under the authority of this Act,) he shall thereupon certify under his hand, to the Chief Superintendent of Education, the statement of claim and other proceedings in the case, together with the evidence and his own judgment thereon, and all objections made thereto.

Superior Court to give such Order as Law and Equity require.

134. The matter shall be set down for argument at the next Term of the Superior Court;

(a) Such Court shall give such order, or direction, to the Court below, touching the judgment to be given in the matter, as law and equity require;

(b) The Court shall also, in its discretion, award costs against the Appellant, which costs shall be certified to and form part of the judgment of the Court below.

Proceedings in Division Court thereon.

135. Upon receipt of such Order, Direction, and Certificate the Judge of the Division Court shall forthwith proceed in accordance therewith.

Costs of Appeal.

136. All costs awarded against an Appellant, and all costs incurred by him, shall be paid by the Chief Superintendent, and charged as Contingent Expenses of his office.

5. Special Cases to be Submitted to Superior Courts.

137. It shall be competent for the Chief Superintendent of Education, should he deem it expedient, to submit a case on any question arising under

the High or Public School Acts, to any Judge of either of the Superior Courts for his opinion and decision, or, with the consent of such Judge, to either of the Superior Courts for their opinion and decision.

6. Apportionment Payable on First of July.

Grant payable on the first of July in each year.

138. The sum of Money annually apportioned by the Chief Superintendent of Education to every County, Township, City, Town, or Village, in aid of Public Schools therein respectively, shall be payable by the Provincial Treasurer on or before the first day of July in every year, to the Treasurer of every County, City, Town, and Village, in such way as the Lieutenant-Governor from time to time directs.

7. Public School Fund Defined.

Public School Fund defined.

139. The Legislative School Grant, together with, at least, an equal sum, raised annually by local Assessment, shall constitute and be called the Public School Fund of the County, Township, City, Town or Village;

For teachers' salaries only.

(*a*) No part of the Salaries of the Chief Superintendent, School Inspectors, nor of any other Persons, (except Teachers employed), or of any expenses incurred in the execution of this Act sall be paid out of the said Public School Fund, but such Fund shall wholly, and without diminution, be expended in the payment of Teachers' Salaries.

8. Condition of Paying the Legislative School Grant.

Conditions of receiving share of Grant.

140. No County, City, Town, or Village shall be entitled to a share of the Legislative School Grant without raising by Assessment a sum at least equal, (clear of all charges for collection,) to the share of the said School Grant apportioned to it;

(*a*) Should the Municipal Corporation of any County, City, Town, or Village, raise in any one year a less sum than that apportioned to it out of the Legislative School Grant, the Chief Superintendent of Education shall deduct a sum equal to the deficiency, from the apportionment to such County, City, Town or Village, in the following year.

PART XI.—GENERAL AND SPECIAL PROVISIONS.

1. Provisions of General Application.

(1) *Public Schools to be Free Schools.*
(2) *Religious Exercises—Protection of Pupils.*
(3) *School Officers shall not act as Book Agents.*
(4) *No Foreign Books to be used without permission.*
(5) *Admission of Non-resident Pupils.*
(6) *Non-resident Children—Exception.*
(7) *Allowance to Arbitrators and Inspectors.*
(8) *Written Agreements between Trustees and Teachers.*
(9) *Holidays and Vacations in the Public Schools.*
(10) *School Lands granted before 1850 vested in Trustees.*

2. Union of High and Public Schools.

3. Provisions Relating to Municipal Councils.
(1) *Municipal Councils may Invest Educational Moneys.*
(2) *Municipal Loan Fund Moneys applied to School Houses.*
(3) *Township, Village, Town or City, Councils to pay Non-resident Rates.*

4. Right of Children to Attend School.

1. Provisions of General Application.

(1) *Public Schools to be Free Schools.*

Public schools to be free.—

Fees in cities, &c., for text-books.

141. All Public Schools, shall be Free Schools;

(*a*) The Trustees of rural School Sections, and the Municipal Councils of Cities, Towns, Villages and Townships, shall, in the manner provided by this Act, levy and collect the Rate upon the taxable property of the School division, (Municipality, or Section, *as the case may be*), to defray the expenses of the Schools, as determined by the Trustees thereof;

(*b*) Trustees in Cities, Towns and Villages may collect from Parents, or Guardians a sum not exceeding twenty cents per month per Pupil, to defray the cost of Text Books, Stationery, and other Contingencies.

(2) *Religious Exercises in the Schools.—Protection of Pupils.*

Pupils not to be required to observe religious exercises objected to by their parents.

142. No Person shall require any Pupil in any Public School to read, or study, in, or from, any Religious Book, or to join in any Exercise of Devotion, or Religion objected to by his, or her, Parents, or Guardians:

(*a*) Pupils shall be allowed to receive such Religious Instructions as their Parents and Guardians desire, according to any General Regulations provided for the Organization, Government and Discipline of Public Schools.

(3) *School Officers shall not act as Book Agents.*

No inspector, trustee, teacher, etc., shall act as agent for the sale of books, maps etc.

143. No Teacher, Trustee, Inspector, or other Person officially connected with the Education Department, the Normal, Model, Public, or High Schools, or Collegiate Institutes, shall become, or act as, Agent for any Person, or Persons, to sell, or in any way to promote the sale for such Person, Persons, of any School Library, Prize, or Text-book, Map, Chart,

School Apparatus, Furniture, or Stationery, or to receive compensation, or other remuneration, or equivalent, for such sale, or for the promotion of sale in any way whatsoever.

(4) *No Foreign Books to be used in Schools without permission.*

Foreign books not to be used without the permission of the Council of Public Instruction.

144. No Person shall use any foreign Books in the English branches of education, in any Model, or Public School, without the express permission of the Council of Public Instruction;

(*a*) No portion of the Legislative School Grant shall be applied in aid of any School in which any Book is used that has been disapproved of by the Council of Public Instruction, and public notice given of such disapproval.

(5) *Admission of Non-Resident Pupils.*

Non-resident pupils to be admitted on payment of fee.

145. The Trustees of every School Section, Municipality, or division, shall have authority to admit Non-resident Pupils to their School, on payment, in advance, of Fees, or Rate-bill not exceeding fifty cents a month per Pupil;

(*a*) It shall be their duty to admit on the terms aforesaid, any non-resident Pupils who reside nearer to such School than to the School in their own Section;

(*b*) In case of dispute as to the distance from the School, the Inspector shall decide

(6) *Non-Resident Children—Exception.*

A resident in one section sending his children to another section.

146. Any Person residing in one School Section, or division, and sending his child, or children, to the School of a neighbouring one, shall, nevertheless, be liable for the payment of all Rates assessed on his Taxable Property for the School purposes of the Section, or division, in which he resides, as if he sent his child, or children to the School of such Section, or division;

(*a*) A non-resident child, or children, shall not be returned as attending any other than the School of the Section, or division, in which the Parents, or Guardians of the child, or children, reside;

(*b*) This Section shall not apply to Persons sending children to, or supporting, Separate Schools;

Exception as to separate schools and non-resident ratepayers.

(*c*) Nor shall this Section prevent any Person who may be taxed for Public School purposes on Property situate in a different School Section, or division, from that in which he resides, from sending his children to the School of the Section, or division, in which the Property may be situate, on as favourable terms as if he resided in such Section, or division.

(7) *Allowance to Arbitrators and Inspectors.*

Special allowance to School Inspectors and Arbitrators.

147. Arbitrators appointed under the authority of this Act, and School Inspectors engaged in investigating and deciding upon School complaints and disputes, shall be entitled to the same remuneration per diem for the time thus employed as are Members of the Municipal Council of their County for their time and attendance at Council Meetings;

(*a*) The Parties concerned in such disputes shall pay all the expenses incurred in them, according to the Award, or decision, of the Arbitrators and School Inspectors respectively.

(8) *Written Agreements between Trustees and Teachers.*

Valid agreement with eacher.

148. All Agreements between Trustees and Teachers, to be valid and binding, shall be in writing, signed by the Parties thereto, and sealed with the Corporate Seal of the Trustees;

(*a*) Such Agreements may lawfully include any stipulation to provide the Teacher with Board and Lodging;

(*b*) Such Agreements shall be authorized, and all other acts of any School Corporation to be valid and binding, shall be considered and adopted as provided in the Twenty-fourth Section of this Act.

(*c*) In case of sickness, certified by a Medical Man every Teacher shall be entitled to his Salary during such sickness for a period, at the rate of not exceeding four weeks for the entire year; which period may be increased at the pleasure of the Trustees. 37th Victoria, Chapter 27, Section 81.

(9) *Holidays and Vacations in the Public Schools.*

Public School Holidays and Vacations.

149. Every Saturday shall be a Holiday in the Public Schools;

(*a*) The Summer Vacation in the Schools shall be from the fifteenth day of July to the fifteenth day of August inclusive.

(*b*) Every Teacher of a Public School shall be entitled to be paid his Salary for the authorized Holidays occurring during the period of his Engagement with the Trustees, and also for the Vacations which follow immediately on the expiration of the School Term during which he has served, or of the Term of his Agreement with such Trustees. 37th Victoria, Chapter 27, Section 81.

(10) *School Lands granted before* 1850 *vested in Trustees.*

School lands granted before 1850 vested in public school trustees.

150. All Lands, which, previous to the twenty-fourth day of July, one thousand eight hundred and fifty, were granted, devised, or otherwise conveyed, to any Person, or Persons, in trust for Common School purposes, and which are now held by such Person, or Persons, or their Heirs, or other Successors in the trust, are hereby vested in the Public School Trustees of the School Section, or division, in which such Lands are respectively situate, to be held by said Public School Trustees and their Successors upon the like trusts, and subject to the same conditions and estate as the said Lands are now respectively held.

2. Union of High and Public Schools.

Union of High and Public School Trustees.

151. In all cases of the union of a High School, (or Collegiate Institute,) and Public School Trustee Corporations now existing, all the Members of both Corporations shall constitute a joint Board, and shall, as long as the union exists, be a Corporation, under the name of *The Board of Education for the City* (Town, or Incorporated Village of , or School Section, Number , in the Township of , as the case may be);

Name.

Power.

(*a*) Seven of the Members of the Board shall form a quorum; and such Board shall have the powers of the Trustees of both the Public and High Schools;

(*b*) The Board may, at its discretion, supplement the Pension granted to any Teacher by the Council of Public Instruction;

Union may be dissolved.

(*c*) The union may be dissolved at the end of any year by Resolution of a majority present at any lawful Meeting of the said Board of Education called for that purpose;

(*d*) On the dissolution of such union, the School Property held, or possessed, by the Board of Education at the time, shall be divided, or applied to school purposes, as may be agreed upon by a majority of the Public School Trustees and of the High School, (or Collegiate Institute, Trustees respectively, present at Meetings called for that purpose; Disposition of school property.

(*e*) If the Trustees fail so to agree within the space of six months after such dissolution, then the division shall be made by the Municipal Council of the City, Town, or incorporated Village within the limits of which such Public and High Schools, (or Collegiate Institute,) are situated;

(*f*) Should the High School be situated in a School Section, or unincorporated Village, the division, (in case of failure to agree as aforesaid,) shall be made by the County Council;

(*g*) After the first day of July, One thousand eight hundred and seventy-four, no Public School, or department thereof, shall be united with a High School, or Collegiate Institute. By whom made.

3. Provisions Relating to Municipal Councils.

(1) *Municipal Councils may Invest Educational Moneys.*

152. Any Municipal Corporation having surplus Moneys derived from the Upper Canada Municipalities Fund, or from any other source, other than from any distribution of the Provincial Surplus, may, by By-law set such Surplus apart for educational purposes, and invest the same, as well as any other Moneys held by such Municipal Corporation for, or by it lawfully appropriated to, educational purposes, in Public Securities of the Dominion, Municipal Debentures, or in first Mortgages on Real Estate, held and used for Farming purposes, and being the first lien on such Real Estate, and, from time to time, as such Securities mature, may invest in other like Securities, or in the Securities already authorized by law, as may be directed by such By-law or by other By-laws passed for that purpose: Provided always, that any sum so invested shall not exceed two-thirds of the value of the Real Estate on which it is secured, according to the last revised and corrected Assessment roll at the time it is so invested.

153. Any Municipal Corporation having Surplus Moneys set apart for educational purposes, may, by By-law, invest the same in a Loan, or Loans, to any Board, or Boards, of School Trustees within the limits of the Municipality, for such term or terms, and at such rate or rates of Interest as may be agreed upon by and between the Parties to such Loan, or Loans respectively, and set forth in such By-law, or may by By-law grant any portion of such Moneys or other general Funds by way of gift to aid poor School Sections within the Municipality. Loan to board of school trustees by municipalities

(2) *Municipal Loan Fund Moneys applied to School Houses.*

154. All moneys paid to any Municipality, or to which it is entitled, under the Municipal Loan Fund Act, (36th Victoria, Chapter 47), shall be applied by the Municipality in aid of Building, or improving Schools, or shall be applied in, or to, the other purposes specified in said Act. Municipal Loan Fund in aid of school-houses.

(3) *Township, Village, Town, or City, Councils to pay Non-Resident Rates.*

155. If the Collector appointed by the Trustees of any Public School be unable to collect that portion of any School Rate which has been charged on any parcel of Land liable to Assessment, by reason of there being no Rates on land of non-residents to be returned to the clerk of the municipality.

Person resident thereon, or no goods and chattels to distrain, the Trustees shall make a return to the Clerk of the Municipality, before the end of the then current year, of all such parcels of Land, and the uncollected Rates thereon;

(*a*) The Clerk of such Municipality shall make a Return to the County, City, Town, or Village Treasurer, of all such Lands and the arrears of School Rates thereon;

(*b*) Such Arrears shall be collected and accounted for by such Treasurer in the same manner as the Arrears of other Taxes;

(*c*) The Township, Village, Town, or City, Council in which such Public School is situate, shall make up the deficiency arising from uncollected Rates on Land liable to Assessment, out of the general funds of the Municipality.

4. Right of Children to attend School.

Right of children to be educated—Compulsory attendance.

156. Every child, from the age of seven to twelve years inclusive, shall have the right to attend some School, or be otherwise educated, for four months in every year; and any Parent, or Guardian, who does not provide that every child between the ages aforesaid under his care shall attend some School, or be otherwise educated, as thus of right declared, shall be subject to the penalties hereinafter provided by this Act;

(*a*) Nothing herein shall be held to require any Roman Catholic to attend a Public School, or to require a Protestant to attend a Roman Catholic School.

Trustees to ascertain names of absentee children.

157. It shall be the duty of the Trustees of every Public School:

(1) To ascertain before the thirty-first day of December in every year, through the Assessor, Collector, or some other Person to be appointed for that purpose, and paid by them, the names, ages and residences of all the children of School age in their School Section, division, or Municipality, as the case may be—distinguishing those children between the ages of seven and twelve years inclusive—who have not attended any School, (or who have not been otherwise educated) for four months of the year, as required by the next preceding Section of this Act;

Notify parents.

(2) To notify personally, or by Letter, or otherwise, the Parents, or Guardians, of such children of the neglect, or violation on their part, of the provisions of said preceding Section.

Impose a rate bill or make complaint to magistrate.

158. In case, after having been so notified, the Parents, or Guardians, of such children continue to neglect, or violate, the provisions of the said Section of this Act, it shall be the duty of the Trustees to impose a Rate-bill on such Parents, or Guardians, not exceeding One dollar per month on each of their children not attending School, or to make complaint of such neglect, or violation, to a Magistrate having jurisdiction in such cases, as provided by the next succeeding Section of this Act, and to deliver to said Magistrate a statement of the names and residences of the Parents, or Guardians, of such children.

PART XII.—VARIOUS PENAL CLAUSES.

1. Compulsory Education of Children.
2. Provisions Relating to Municipalities.

(1) *Personal Responsibility of Councillors, or School Trustees, in Investing Moneys.*
(2) *Municipal Responsibility to Her Majesty.*
(3) *Treasurer and Sureties Responsible to the Municipality.*
(4) *Bond of Treasurer and Sureties to apply to School Moneys.*
(5) *Parties Aggrieved may Recover from Municipality.*
(6) *Township Clerk to provide School Map of Township.*
(7) *Trustees Not Liable for Acting under Municipal By-laws.*

3. Provisions Affecting Public School Trustees and Officers.

(1) *Personal Responsibility of Trustees for Moneys Lost to the Section.*
(2) *Trustees to Exact Security from Secretary-Treasurer, etcetera.*
(3) *Remedy in case of Embezzlement and Loss.*
(4) *Secretary-Treasurer and Trustees to Account for Moneys, etcetera.*
(5) *Person Chosen as Trustee Refusing to Serve.*
(6) *Trustees' Refusal to Exercise Corporate Powers.*
(7) *Refusal to Account to Rural School Auditors.*
(8) *Neglect to Send Half-Yearly Returns to Inspector.*
(9) *Neglect to Send Annual Report to Inspector.*
(10) *Penalty for False Report and Registers.*
(11) *How to Deal with Refractory Pupils.*

4. Public School Meetings, their Officers and Electors.

(1) *Separate School Supporters Not to Vote at Public School Meetings.*
(2) *False Declaration of Right to Vote at School Meetings.*
(3) *Returning Officer at School Trustee Elections.*
(4) *Chairman to Send Report of School Meetings to Inspector.*
(5) *Failure of Trustee-Elect to make Declaration of Office.*
(6) *Neglect to give Notice of School Meetings.*
(7) *Disturbing a Public School or School Meeting.*

5. How Fines and Penalties may be Recovered.

1. Compulsory Education of Children.

Penalty for non-attendance at some school.

159. It shall be competent for the Police Magistrate of any City, or Town, and for any Magistrate in any Village, Township, or Town, where there is no Police Magistrate, to investigate and decide upon any complaint made by the Trustees, or any Person authorized by them, against any Parent, or Guardian, for the violation of the next preceding Sections of this Act, and to impose a Fine not exceeding Five dollars for the first wilful offence, and double that penalty for every subsequent offence; which Fine and penalty shall be enforced as provided in the One hundred and eighty-first Section of this Act;

(*a*) The Police Magistrate, or Justice, shall not be bound to, but may, in his discretion, forego to issue the Warrant for the imprisonment of the Offender, as in said Section is provided.

Further discretion of Magistrate to enforce penalty.

160 It shall be the duty of the Police Magistrate, or any Magistrate where there is no Police Magistrate, to ascertain, as far as may be, the circumstances of any Party complained of for not sending his child, or children, to some School, or otherwise educating him, or them, and whether the alleged violation has been wilful, or has been caused by extreme poverty, or ill health, or too great a distance from any School; and in any of the latter cases, the Magistrate shall not award punishment, but shall report the circumstances to the Trustees of the rural School Section, or division, in which the offence has occurred.

2. Provisions Relating to Municipalities.

(1) *Personal Responsibility of Councillors, or School Trustees, in Investing Moneys.*

Liability of members of corporation or school trustees investing money otherwise than authorized by this Act.

161. No Member of any Municipal Corporation shall take part in, or in any way be a party to, the investment of any of the Moneys which are mentioned in the One hundred and fifty-third* Section of this Act, by, or on behalf of, the Corporation of which he is a Member, otherwise, than as is authorized by that Section, or by the Eleventh Section of the Act respecting the Clergy Reserves, or by any other law in that behalf made and provided;

(*a*) Any such Person so doing shall be held personally liable for any loss sustained by such Corporation.

(2) *Municipal Responsibility to Her Majesty.*

Municipality responsible on default of chamberlain, etc.

162. Every County, City, and Town withdrawn from the jurisdiction of the County within which it is situated, shall be responsible to Her Majesty, and to all other parties interested, that all Moneys coming into the hands of the Treasurer of the County, City, or Town, in virtue of his Office, shall be by him duly paid over and accounted for, according to law.

(3) *Treasurer, and Sureties responsible to the Municipality.*

Treasurer, etc., responsible to county, etc. Bonds to apply.

163. The Treasurer and his Sureties, shall be responsible and accountable for such Moneys in like manner to the County, City, or Town, and any Bond, or Security given by them for the duly accounting for and paying over Moneys coming into his hands, belonging to the County, City, or Town, shall be taken to apply to all such moneys as are mentioned in the One hundred and thirty-eighth Section of this Act, and may be enforced against the Treasurer, or his Sureties, in case of default on his part.

(4) *Bond of Treasurer and Sureties to apply to School Moneys.*

Bonds to apply to school moneys, etc.

164. The Bond of the Treasurer and his Sureties shall apply to School Moneys, and all Public Moneys of the Province, and, in case of any default, Her Majesty may enforce the responsibility of the County, City, or Town, either by stopping a like amount out of any Public Moneys payable to the County, City, or Town, or to the Treasurer thereof, or by suit, or action, against the Corporation.

(5) *Parties Aggrieved may recover from the Municipality.*

City, etc., responsible for default o chamberlain, etc.

165. Any Person aggrieved by the default of the Municipal Treasurer may recover from the Corporation of any City, County, or Town, the amount due, or payable, to such Person as money had and received to his use.

(6) *Township Clerk to provide School Map of the Township.*

School map penalty on township-clerk.

166. Should any Township Clerk neglect, or refuse, to prepare and furnish the Map of the School Sections, or other divisions of his Municipality, as required by the Sixtieth Section of this Act, he shall be liable to a penalty not exceeding Ten dollars, to be recovered before a Magistrate, for the School purposes of his Municipality, at the instance of any Ratepayer thereof.

(7) *Trustees not Liable for Acting under Municipal By-Laws.*

Trustees acting under by-laws not liable.

167. Trustees shall not be liable to any prosecution, or the payment of any damages, for acting under any By-law of a Municipal Council before it has been quashed;

(*a*) In case a By-law, Order, or Resolution, of a Municipal Council be illegal, in whole or in part, and in case anything has been done under it, which, by reason of the illegality, gives any Person a right of action, no such action shall be brought until one month has elapsed after the By-law, Order, or Resolution, has been quashed, or repealed, nor until one month's notice in writing of the intention to bring such Action has been given to the Corporation;

(*b*) Every such Action shall be brought against the Municipal Corporation alone, and not against any Person acting under the By-law, Order, or Resolution.

3. Provisions Affecting Public School Trustees and Officers.

(1) *Personal Responsibility of Trustees for Moneys Lost to the Section.*

Trustees personally responsible for moneys lost.

168. The Trustees of every School Section shall be personally responsible for the amount of any School Moneys forfeited by, or lost to the School Section in consequence of the neglect of duty of the Trustees during their continuance in office;

(*a*) The amount thus forfeited, or lost, shall be collected and applied in the manner provided for by this Act.

(2) *Trustee to Exact Security from Secretary-Treasurer, etc.*

Trustees to exact security for school moneys, &c.

169. All Moneys collected in any School Section by the Trustee Corporations shall be paid into the hands of the Secretary-treasurer thereof;

(*a*) It shall be the duty of School Trustees to exact security from every Person to whom they entrust School Moneys, or other School Property, and to deposit said Security with the Township Council for safe keeping;

(*b*) Should the Trustees, refuse, or neglect, to take proper security from the Secretary-treasurer, or other party to whom they entrust School Moneys, they shall be held personally responsible for the Moneys, as provided by this Act.

(3) *Remedy in case of Embezzlement and Loss.*

Certain parties personally responsible in case of lost school moneys.

170. If any part of the Public School Fund, or Moneys be embezzled or lost, through the dishonesty, or faithlessness, of any Trustee, Secretary-treasurer, or other Person to whom it has been entrusted, and proper security against the loss has not been taken, the Person, or Persons, whose duty it was to have exacted the Security shall be personally responsible for the sums so embezzled, or lost;

(*a*) And such sums may be recovered from him, or them, by the Party entitled to receive the same, by action at law in any Court having jurisdiction to the amount, or by information at the suit of the Crown.

(4) *Secretary-Treasurer and Trustees to account for Moneys, etcetera.*

Penalty on secretary-treasurer or trustee for refusing to account.

171. If any Secretary-treasurer appointed by the School Trustees of any School Section, or division, or any Person having been such Secretary-treasurer, or any Trustee, or other Person who may have in his possession any Books, Papers, Chattels, or Moneys, which came into his possession as such Secretary-treasurer, Trustee, or otherwise, and wrongfully withholds, or neglects, or refuses to deliver up, or to account for, and pay over the same, or any part thereof, to the Person, and in the manner directed by a majority of the School Trustees for the School Section then in office, or by other competent authority, such withholding, neglect, or refusal, to deliver up, or account for, shall be a misdemeanor, punishable, as provided in the three following Sections of this Act.

Mode of proceeding in the case.

172. Upon application to the Judge of the County Court, by a majority of the Trustees, or any two Ratepayers in a School Section, or division, supported by their Affidavit made before some Justice of the Peace, of such wrongful withholding, or refusal, the Judge shall make an order that such Secretary-treasurer, or Person having been such Secretary-treasurer, or Trustee, or other Person, do appear before him at a time and place to be appointed in the order,

(*a*) Any Bailiff of a Division Court upon being required by a Judge, shall serve the order personally on the Party complained against, or leave the same with a grown-up person at his residence.

Judge to issue order.

173. At the time and place so appointed, the Judge being satisfied that service has been made, shall, in a summary manner, and whether the Party complained of does, or does not, appear, hear the complaint, and if he is of opinion that the complaint is well founded, the Judge shall order the party complained of to deliver up, account for, and pay over the Books, Papers, Chattels, or Moneys, as aforesaid by a certain day to be named by the Judge in the order, together with such reasonable costs incurred in making the application as the Judge may tax.

Effect of non-compliance with Judge's order.

174. In the event of a non-compliance with the terms specified in such Order, or any, or either, of them, the Judge shall order the said Party to be forthwith arrested by the Sheriff of any County in which he may be found, and to be committed to the Common Gaol of his County, there to remain without bail until the Judge be satisfied that the Party has delivered up, accounted for, or paid over the Books, Papers, Chattels, or Moneys in question, in the manner directed by the majority of the Trustees, or other competent authority, as aforesaid · upon proof of his having so done, the Judge shall make an order for his discharge, and he shall be discharged accordingly.

175. No such proceeding shall impair, or affect any other remedy which the said Trustees, or other competent authority, may have against the Secretary-treasurer, or Person having been such Secretary-treasurer or his Sureties, or against any Trustee or other Person as aforesaid. Other remedy not affected.

(5) *Person chosen as Trustee Refusing to serve.*

176. If any Person chosen as Trustee refuses to serve, he shall forfeit the sum of Five dollars; Penalty for refusing to serve as Trustee.

(*a*) Every Person so chosen who has not refused to accept the office, and who at any time refuses, or neglects to perform its duties, shall forfeit the sum of Twenty dollars, to be sued for and recovered before a Justice of the Peace, by the Trustees of the School Section, or division, or by any two Ratepayers, for its use, as authorized by this Act.

(6) *Trustees' Refusal to Exercise Corporate Powers.*

177. Should the Trustees of any Public School wilfully neglect, or refuse, to exercise all the corporate powers vested in them by this Act for the fulfilment of any Contract, or Agreement, made by them, any Trustee, or Trustees, so neglecting or refusing to exercise such powers shall be held to be personally responsible for the fulfilment of such Contract, or Agreement. Penalty for refusing to exercise corporate powers.

(7) *Refusal to Account to School Auditors.*

178. If the Trustees, or their Secretary-treasurer in their behalf, refuse to furnish the Auditors of any Accounts of a rural School Section, or either of them, with any Papers or information in their power, and which may be required of them, relative to their School Accounts, the party so refusing shall be guilty of a misdemeanor, and upon prosecution by either of the Auditors, or any Rate-payer, shall be punished by fine, or imprisonment, as provided by this Act; Penalty on Trustees Refusing Information, &c., to Auditor.

(*a*) The Auditors, or either of them, may enforce the collection of any Moneys by them awarded to be paid, in the manner prescribed by the Thirty-second Section of this Act.

(8) *Neglect to send Half-Yearly Returns to Inspector.*

179. In case the Trustees of any rural School Section shall neglect to transmit to the County Inspector, on or before the thirtieth day of June, and the thirty-first day of December in every year, a correct and verified statement of the average attendance of Pupils in each of the Schools under their charge during the six months then immediately preceding, then the School Section shall not be entitled to the apportionment from the School Fund for the said six months; Penalty for Neglecting to send half-yearly return

(*a*) The Trustees so neglecting shall be personally responsible for amount of the loss of such Apportionment.

(9) *Neglect to send Annual Report to Inspector.*

180. In case the Trustees of any School Section neglect to prepare and forward the aforesaid Annual Report to their County Inspector by the thirty-first day of January is every year, each of them shall, for every week after such thirty-first day of January, and until such Report has been prepared and presented, forfeit the sum of Five dollars, to be sued for by the County Inspector, and collected and applied in the manner provided for by this Act. Penalty for Delaying Yearly Report.

(10) *Penalty for False Report and Registers.*

Penalty for false school reports and registers.

181. If any Trustee of a Public School knowingly signs a false Report, or if any Teacher of a Public School keeps a false School Register, or makes a false Return, with the view of obtaining a larger sum than the just proportion of School Moneys coming to such School, the Trustee or Teacher, shall, for every offence, forfeit to the Public School Fund of the Township, the sum of Twenty dollars, for which any Person whatever may prosecute him before a Justice of the Peace, and the Trustee, or Teacher, may be convicted on the oath of one credible Witness other than the Prosecutor;

(*a*) If, upon conviction, the penalty is not forthwith paid, the same shall, under the Warrant of the Justice, be levied with costs by distress and sale of the goods and chattels of the Offender;

(*b*) The penalty, when so paid or collected, shall by the Justice be paid over to the said Public School Fund; or the said Offender may be prosecuted and punished for the misdemeanor;

(*c*) Any Teacher who refuses to deliver up the School House Key, or Register shall be punished, as provided in the sixth clause of the Ninety-second Section of this Act.

(11) *How to deal with Refractory Pupils.*

Refractory pupils.

182. Any Pupil who shall be adjudged so refractory by the Trustees, (or by a majority of them,) and the Teacher, that his presence in School is deemed injurious to the other Pupils, may be dismissed from such School, and, where practicable, removed to an Industrial School.

(4) PUBLIC SCHOOL MEETINGS, THEIR OFFICERS AND ELECTORS.

(1) *Separate School Supporters not to Vote at Public School Meetings.*

Separate school supporters not to vote.

183. No Person subscribing towards the support of a Separate School established under any Act respecting Separate Schools, and belonging to the Religious Persuasion thereof, and sending a child, or children, thereto, shall be allowed to vote at the election of any Trustee for a Public School in the City, Town, Village, or Township, in which the Separate School is established.

(2) *False Declaration of Right to Vote at School Meetings.*

Penalty for making a false declaration.

184. If any Person wilfully makes a false declaration of his right to vote at any School Meeting, or Election of School Trustees, he shall be guilty of a misdemeanor, and upon conviction, upon the complaint of any Person, shall be punishable by fine, or imprisonment, at the discretion of the Court of Quarter Sessions, or by a penalty of not less than Five dollars, or more than Ten dollars, to be sued for and recovered with costs before a Justice of the Peace, by the Public School Trustees of the City, Town, Village, School Section, or other division, for its use.

(3) *Returning Officer at School Trustee Elections.*

Penalty on returning-officer for wrong-doing.

185. If the Returning Officer at any election of a Public School Trustee in a City, Town or incorporated Village, be convicted before the County Judge, of disregarding the requirements of the law, or acting partially in

the execution of his office, he shall be fined a sum of not less than twenty dollars, or more than One hundred dollars at the discretion of the County Judge.

(4) *Chairman to send Report of School Meetings to Inspector.*

Penalty on Chairman for neglect.

186. Any Chairman who neglects to transmit to the County Inspector a copy of the proceedings of an Annual, or other rural, School Section Meeting over which he may preside, within ten days after the holding of such Meeting, shall be liable, on the complaint of any Ratepayer, to a fine of not more than Five dollars, to be recovered as provided by this Act.

(5) *Failure of Trustee-Elect to make Declaration of Office.*

Fine for default or in case of neglect to make declaration.

187. If any Person elected as Trustee of a rural School Section shall not make the declaration of office within two weeks after notice of his election, his neglect to do so shall be sufficient evidence of his refusing to serve, and of his liability to pay the Fine of Five dollars, as provided for in the One hundred and seventy-sixth Section of this Act.

(6) *Neglect to give Notice of School Meetings.*

Penalty for no calling certain school meetings.

188. In case any Annual or other rural School Meeting has not been held for want of the proper notice, every Trustee, or other person, whose duty it was to give the notice, shall forfeit the sum of Five dollars, to be sued for and recovered before a Justice of the Peace, by any resident Inhabitant in the rural School Section, for the use thereof, as provided by this Act.

(7) *Disturbing a Public School, or School, Meeting.*

Penalty for disturbing a school or school meeting.

189. Any Person who wilfully disturbs, interrupts, or disquiets the proceedings of any School Meeting authorized to be held by this Act, or any one who wilfully interrupts, or disquiets, any Public School established and conducted under its authority, or other School, by rude, or indecent, behaviour, or by making a noise either within the place where such School is kept, or held, or so near thereto as to disturb the order, or exercises, of the School, shall, for each offence, on conviction thereof before a Justice of the Peace, on the oath of one credible Witness, forfeit and pay for Public School purposes to the School Section, City, Town, or Village, within which the offence was committed, a sum not exceeding Twenty dollars, together with the costs of the conviction, as the said Justice may think fit; or the offender may be indicted and punished for any of the offences hereinbefore mentioned as a misdemeanor.

5. How Fines and Penalties may be Recovered.

How penalties under this Act shall be recoverable.

190. Unless it is in this Act otherwise provided, all Fines, Penalties, and Forfeitures recoverable by summary proceeding, may be sued for, recovered and enforced, with costs, by and before any Justice of the Peace having jurisdiction within the School Section, City, Town, or Village, in which such fine, or penalty, has been incurred;

(*a*) If the Fine, or Penalty, and costs be not forthwith paid, the same shall, by and under the Warrant of the convicting Justice, be enforced,

levied, and collected, with costs, by distress and sale of the goods and chattels of the Offender, and shall be by the Justice paid over to the School Treasurer of the School Section, City, Town, or Village, or other party, entitled thereto;

(*b*) In default of such distress, the Justice shall, by his Warrant, cause the Offender to be imprisoned for any time not exceeding thirty days, unless the fine and costs, and the reasonable expenses of endeavouring to collect the same, be sooner paid.

PART XIII.—REPEALING, CONFIRMING AND INTERPRETATION CLAUSES.

1. Repeal of the Acts of 1859, 1869 and 1871—the Effect.
2. Consolidated School Act not a New Law.—How to be Construed.
3. Reference to other Acts, and Interpretation.

1. Repeal of the Acts of 1859, 1869 and 1871.—Effect.

Repeal of the Acts of 1859, 1860 and 1871.

191. From and after the passing of this Act, the several Acts passed in the Twenty-second year of Her Majesty's Reign, chaptered Sixty-four, in the Twenty-third year of Her Majesty's Reign, chaptered Forty-nine, and in the Thirty-fourth year of Her Majesty's Reign, chaptered Thirty-three, in so far as they relate to Public Schools, shall be and are hereby repealed;

Saving as to transactions anterior to the repeal.

(1) The repeal of the said Acts and parts of the Acts shall not revive any Act, or provision, of law repealed by them; nor shall the said repeal prevent the effect of any saving clause in the said Acts and parts of Acts, or the application of any of the said Acts or of any Act, or provision of laws formerly in force, to any transaction, matter, or thing, anterior to the said repeal, to which they would otherwise apply;

2. Consolidated School Act not a New Law—How to be Construed.

Certain matters anterior to the repeal not affected by it.

(2) The repeal of the said Acts, or parts of Acts, shall not disturb, invalidate, or prejudicially affect any penalty, or liability, incurred before the time of such repeal, or any proceedings had for enforcing the same, nor any action, suit, judgment, execution, process, order, rule, or any proceeding whatever had respecting the same; nor any office, appointment, salary, allowance, security, duty, or any matter, or thing appertaining thereto at the time of such repeal; but every such penalty, liability, action, suit, judgment, execution, process, order, rule, office, appointment, salary, allowance, security, duty, and every other such matter, or thing, respectively may and shall both at law and equity, remain and continue as if no such repeal had taken place;

But remain as before.

How construed if in any case it differ from the repealed Acts.

(3) Whenever the provisions of the said Consolidated Act are not in effect the same as those of the repealed Acts and parts of Acts for which they are substituted, then as respects all transactions, matters and things subsequent to the time when the said Consolidated Act take effect, the provisions contained in it shall prevail, but, as respects all transactions, matters and things anterior to the said time, the provisions of the said repealed Acts and parts of Acts shall prevail;

As to reference to repealed Acts in former Acts.

(4) Any reference in any former Act remaining in force, or in any instrument, or document, to any Act, or enactment, so repealed, shall, after this Consolidated Act takes effect, be held, as regards any subsequent transaction, matter or thing, to be a reference to the enactments in this Consolidated Act having the same effect as such repealed Acts, or enactment.

3. Reference to other Acts and Interpretation.

192. Wherever reference is made in this Act to the Municipal Institutions, or Assessment, Acts, it shall be held to mean those Acts, or amendments to them, which may be in force at the time of performing any duty under their authority; Meaning of reference to Municipal and Assessment Acts.

(2) The word "Teacher" shall include female as well as male, Teachers; the word "County" shall include unions of Counties, and the word "Townships" shall include unions of Townships made for Municipal purposes.

193. Nothing in this Act authorizing the levying, or collecting, of Rates on Taxable Property for Public School purposes shall apply to the Supporters of Roman Catholic Separate Schools.

SCHEDULE A.

Being Form of a Township Debenture.

(Referred to in Section Forty-six of this Act.)

Province of Ontario.

$ Number

Debenture of the Township of , County of for School Loan.

The Corporation of the Township of , hereby promise to pay to Bearer, at the Bank of , at , the sum of dollars, lawful money of Canada, year from the date hereof; and to pay interest at the rate of per cent. per annum half-yearly to the Bearer of the annexed coupons respectively, upon the presentation thereof at the said Bank.

Issued at , this day of , 18 , by virtue and under the authority of Section , of an Act of the Legislative Assembly of the Province of Ontario, passed in the Thirty-seventh year of Her Majesty's Reign, and chaptered , and pursuant to By-law, Number of said Township of passed on the day of A.D. 18 , intituled "A By-law to raise by way of loan the sum of dollars for the purposes therein mentioned" *(or as the case may be.)*

A.B., Reeve. *C.D. Treasurer.*

Coupon, Number—

The Corporation of the Township of will pay the Bearer at the Bank of at , on the day of , the sum of dollars, interest due on that day on Debenture No. C. D., *Treasurer.*

SCHEDULE OF STATUTES Consolidated in the Consolidated Public School Act of 1874.

22nd Victoria, Chapter 64.

23rd Victoria, Chapter 49.

26th Victoria, Chapter 5 (in part).

29th-30th Victoria, Chapter 51 (in part).

29th-30th Victoria, Chapter 53 (in part).

31st Victoria, Chapter 30 (in part).

32nd Victoria, Chapter 43 (in part).

34th Victoria, Chapter 33.

CHAPTER II.

EDUCATIONAL ACTS PASSED BY THE LEGISLATURE OF ONTARIO IN 1874.

37TH VICTORIA, CHAPTER XXIX.

AN ACT RESPECTING INDUSTRIAL SCHOOLS.

Received the Royal Assent on the 24th of March, 1874.

Industrial school, definition of.

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

1. A School in which Industrial Training is provided, and in which children are lodged, clothed and fed, as well as taught, shall exclusively be deemed an Industrial School within the meaning of this Act.

Cities, examinations by Inspector, report thereon.

2. In case the Public School Board of Trustees for any City, or the Separate School Trustees therein, establish an Industrial School, and provide the necessary Building, or Buildings, either by purchase, lease or otherwise, and provide the other requisites for such Schools, and cause notice thereof to be given to the City Inspector of Public Schools, the said Inspector shall make an examination of the School Buildings so provided, and of their fitness for the reception of children, and shall enquire as to the other requisites provided, and shall enquire also into the means adopted for carrying on the School, and shall report the said particulars to the Chief Superintendent of Education; and if the Chief Superintendent is satisfied with the Report of the Inspector, he may, in writing under his hand, certify that the School is a fit and proper one for the reception of children to be sent there, and the School shall thereupon be deemed a certified Industrial School for the purposes of this Act.

Certificate by Chief Superintendent.

Notice of the certificate and evidence thereof.

3. The notice of the grant of the Certificate shall forthwith be given by the School Board to the Police Magistrate, and shall likewise be inserted by the Board in the *Ontario Gazette;* and a copy of the *Gazette* contain-

ing the notice shall be conclusive evidence of the grant, which may also be proved by the Certificate itself, or by an instrument purporting to be a copy of the Certificate, and attested as such by the Chief Superintendent for the time being, or his Deputy.

Certain children under fourteen may be brought before Police Magistrate.

4. Any Person may bring before the Police Magistrate any child apparently under the age of fourteen years, who comes within any of the following descriptions, namely:—

(1) Who is found begging, or receiving alms, or being in any street, or public place, for the purpose of begging, or receiving alms;

(2) Who is found wandering, and not having any home, or settled place of abode, or proper guardianship, or not having any lawful occupation, or business, or visible means of subsistence;

(3) Who is found destitute, either being an Orphan, or having a surviving Parent who is undergoing penal servitude, or imprisonment;

(4) Whose Parent, Step-parent, or Guardian, represents to the Police Magistrate that he is unable to control the child, and that he desires the child to be sent to an Industrial School under this Act;

(5) Who, by reason of neglect, drunkenness, or other vices, of parents, is suffered to be growing up without salutary parental control and education, or in circumstances exposing him to lead an idle and dissolute life.

Magistrate may order child to school; requisites of the order.

5. If the Police Magistrate is satisfied on enquiry that it is expedient to deal with the child under this Act, he may order him to be sent to a Certified Industrial School; which order shall be in writing, and shall specify the name of the School, and the time for which the child is to be detained in the School, being such time as to the Police Magistrate seems proper for teaching and training of the child, but not, in any case, extending beyond the time when the child will attain the age of sixteen years.

Admission to the schools.

6. The said School Corporations may admit into the Industrial Schools established by them, all children apparently under the age of fourteen years, who shall be committed to the said School by a Police Magistrate; and the said Corporations respectively shall have power to place the said children at such employments, and cause them to be instructed in such branches of useful knowledge as shall be suitable to their years and capacities.

Powers as to instruction and employment.

Roman Catholic children.

7. In case an Industrial School is established by the Roman Catholic Separate School Trustees in any City, the Police Magistrate shall endeavour to ascertain the Religious Persuasion to which every child to be sent by him to an Industrial School belongs, and shall, as far as practicable, send Roman Catholic children to a Roman Catholic Industrial School and other children to the other Industrial School; and if a Parent, or Guardian, or, in case there be no Parent, or Guardian, then if the nearest adult relative of a child in a Roman Catholic Separate School claims that the child should be sent to the Industrial School under the said Board of Trustees, or claims that a child in an Industrial School established by the latter should be sent to the Roman Catholic Separate School, the Chief Superintendent, on being satisfied of the justness of such claim, shall order a transfer of the child accordingly, provided that the Managers of the School to which the transfer is to be made are willing to receive the child.

Visits by clergymen.

8. A Minister of the Religious Persuasion to which a child appears to belong may visit the child at the School on such days and at such times as may be from time to time fixed by Regulations of the Council of Public Instruction in that behalf, for the purpose of instruction in Religion.

Children may reside with respectable persons.

9. The School Corporation may permit a child sent to their Industrial School under this Act to live at the dwelling of any trustworthy and respectable Person, so that a report is made forthwith to the Chief Super-

intendent, in such manner as he thinks fit to require, of every instance in which this discretion is exercised.

Revocation of permission to reside out of school.

10. Any permission for that purpose may be revoked at any time by the School Corporation; and, thereupon, the child, to whom the permission relates, shall be required to return to the School.

Time of absence, how calculated.

Return to school.

11. The time during which the child is absent from the School under permission shall, except where the permission is withdrawn on account of the child's misconduct, be deemed to be part of the time of his detention in the School, and, at the expiration of the time allowed by the permission, he shall be taken back to the School.

What shall be deemed escape from school.

12. A child escaping from the Person with whom he is placed, or refusing to return to the School on the revocation of the permission, or at the expiration of the time allowed thereby, shall be deemed to have escaped from the School.

Discharge from school.

13. The Chief Superintendent may, at any time, order any child to be discharged from a Certified Industrial School, either absolutely, or on such conditions as he thinks fit, and the child shall be discharged accordingly.

Apprentising.

14. The School Corporation may at any time during the period of the detention of a child in a School, if he has conducted himself well in the School, bind him, with his own consent, apprentice to any Trade, Calling, or Service, and every such binding shall be valid and effectual to all intents.

Rules for management; power to make.

15. The said School Corporation may, from time to time, make Rules for the Management and Discipline of the Certified Industrial School established by the Board, such Rules not being inconsistent with the provisions of this Act: but the Rules shall not be enforced until they have been approved by the Council of Public Instruction; and Rules so approved shall not be altered without the like approval; a printed copy of the Rules purporting to be Rules of a School, so approved and signed by the Chief Superintendent, shall be evidence of the Rules of the School.

Evidence of.

Power to order parent, etc., to maintain a child.

16. On the complaint of the School Corporation, or of any Agent of the School Corporation, at any time during the detention of a child in a Certified Industrial School, the Judge of the Division Court of the division in which the Parent, Step-parent, or Guardian of the child resides, may, on summons to the Parent, Step-parent, or Guardian, (Form A), issued and served according to the ordinary practice of the Court, examine into his ability to maintain the child, and the Judge may, if he thinks fit, make an order on such Parent, Step-parent, or Guardian, for the payment to the School Corporation of such weekly sum, not exceeding One dollar per week, as to the Judge seems reasonable, during the whole, or any part, of, the time during which the child is liable to be detained in the School, and the said Order shall, for all purposes, be a Judgment of the said Division Court.

Verifying the order for maintenance

17. The Judge making such Order, or any other Judge holding the said Division Court, may from time to time, vary any such Order as circumstances require, on the application either of the Person on whom the Order is made, or of the School Corporation, or its Agent, on fourteen days' notice of the application being first given to the other Party.

Costs of order for maintenance

18. The Officers of the Court shall be entitled to charge fees upon proceedings had under the two next preceding Sections of this Act, according to the lowest Division Court scale, and, in every case, all Costs shall be in the discretion of the Judge.

Liability of other corporations for maintenance according to residence of the child.

19. In case a child sent by a Police Magistrate to an Industrial School, has not resided in the City for a period of one year, but has resided for that period in some other County, City, or Separated Town, the expense of maintaining the child; or if the child, although he, or she, had resided for a period of one year in the City in which the Industrial School is situated, had, since such residence, been resident for a period of one year in some other Municipality, the School Corporation may, in like manner, recover the expense of maintenance from the County, City, or separated Town, in which the child last resided for a period of one year.

Apprehension on escape or absence.

20. If a child sent to a Certified Industrial School, and while liable to be detained there, escapes from the School, or neglects to attend thereat, he may, at any time before the expiration of his period of detention, be apprehended without Warrant, and may be brought back to the same School there to be detained during a period equal to so much of his period of detention as remained unexpired at the time of his escape.

Chief Superintendent to apportion grants for schools.

21. In case any Money is granted, or provided by the Legislature for the support of Industrial Schools, it shall be the duty of the Chief Superintendent, and he is hereby empowered, to apportion the Money on, or before, the first day of May, to the several Industrial Schools in the Province, according to the average number of Pupils at each School from time to time during the preceding year, as compared with the whole average number at the Industrial Schools established under this Act."

Liability to inspection; the laws that govern.

22. Industrial Schools established under this Act shall be under the same inspection, and subject to the same Laws in all respects, as other Schools established by the School Corporation, except so far as may be inconsistent with this Act.

Surrender of child to parents or other persons.

23. Whenever it is satisfactorily proved that the Parents of any child committed, under the provisions of this Act, have reformed and are leading orderly and industrious lives, and are in a condition to exercise salutary parental control over their children, and to provide them with proper education, and employment, or whenever, said Parents being dead, any Person may offer to make suitable provision for the care, nurture and education of such child as will conduce to the public welfare, and will give satisfactory security for the performance of the same, then the Board of Trustees may discharge said child to the Parents, or to the Party making provision for the care of the child, as aforesaid.

Appeal from order of Chief Superintendent.

24. From any Order, or decision, made hereunder by the Chief Superintendent of Education, an appeal may, within one month after the making thereof, be made to the Lieutenant-Governor-in-Council, the decision whereof on the matter of appeal shall be final.

Short title.

25. This Act may be cited as "The Industrial Schools Act of 1874."

SCHEDULE.

Form A.

(L.S.) *(Referred to in the Sixteenth Section of this Act.)*

SUMMONS FOR MAINTENANCE IN AN INDUSTRIAL SCHOOL.

In the Division Court of the County of

Between the Public School Board of the City of

Plaintiffs,

and

C.D., Defendant.

You, the above-named Defendant, are hereby summoned to appear at the next sitting of this Court, to be holden at . in the County of on the day of A.D. 187 , at the hour of ten o'clock in the forenoon, to answer the allegation of the Plaintiff, that you, the said are liable for the expense of maintaining one E.D., a boy detained in the Industrial School, under the charge of the above-named Plaintiffs, in the City of .

And, further, you are hereby required to take notice that the Plaintiffs claim that you are able to pay the sum of $ per week towards the said expenses, and that if you do not appear at the said time and place, such order will be made in your absence as may seem just.

Dated this day of A.D. 187 .

By the Court,

X..... Y.....

Clerk.

VICTORIA, CHAPTER XCIII.

AN ACT TO AMEND AN ACT INTITULED: "AN ACT TO INCORPORATE THE TRINITY COLLEGE SCHOOL."

Received the Royal Assent on the 24th of March, 1874.

Preamble.

WHEREAS The Trinity College School has, by its Petition, represented that the said Corporation has already expended nearly Forty thousand dollars upon Lands and Buildings for the purposes of the said School; and that, to meet the increasing requirements of the said School, it is necessary that additional Buildings should be erected; and that, for the purposes aforesaid, and with a view to consolidating and paying off the debt incurred in the purchase of Lands and erection of Buildings, the said Corporation desires to be empowered to issue Debentures to an amount greater than by its Act of incorporation it is authorized to do; that the said School continues in successful operation, and that its usefulness will be extended, and the purposes for which it was formed will be promoted by the passing of this Act:

Therefore Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

Section 6 of 35 Victoria, chapter 111, amended.

1. The Sixth Section of the Act passed in the Thirty-fifth year of the Reign of Her Majesty, chaptered One hundred and eleven, and intituled: "An Act to Incorporate the Trinity College School," is hereby amended by striking out the words "Ten thousand dollars," at the end of the said Section, and inserting in lieu thereof the words "Two thirds of the actual value of the Property of the said Corporation."

CHAPTER III.

CORRESPONDENCE ON THE SCHOOL BILL OF 1874 BETWEEN ATTORNEY-GENERAL MOWAT AND THE CHIEF SUPERINTENDENT OF EDUCATION, 1874.

I. THE ATTORNEY-GENERAL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have a very urgent representation for an enactment that First and Second Class Certificates, given to Common School Teachers, from the County Boards until recalled, or revoked, shall be good for the Counties, for which given during the Holder's life and good conduct. I think you explained to me that that was the practical effect of these Certificates. If that is so, would it not be as well to satisfy those who agitate in regard to the matter by enacting what they desire?

TORONTO, January 5th, 1874. OLIVER MOWAT.

II. ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I return the School Bill, which you sent me. I have made some verbal amendments and suggested the breaking up of some of the Sections into more than one.

With regard to those powers given to the Council of Public Instruction, to which you objected, I have understood from you that you have brought before it from time to time matters of discipline which do not appear to be within the jurisdiction which is given to it by the Statute. I would suggest, therefore, a clause giving the Council power to enquire into and report upon any matters relating to the Education Department, which may be referred to them for that purpose by the Chief Superintendent, or by the Governor-in-Council. That is perhaps going as far as there is any occasion for at present.

TORONTO, January 7th, 1874. OLIVER MOWAT.

III. ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

Your Letter, containing a new Section number Nineteen, is received. The proposed machinery with reference to Land for Sites, of which the Owner cannot be found, will not do, for various legal reasons. I shall, therefore, send to the Printers the first Clause of the Eleventh Section of the Railway Act instead. I shall have it introduced before the Bill is printed off.

TORONTO, January 15th, 1874. OLIVER MOWAT.

IV. ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have inserted in the School Bill a few words authorizing you to place Maps on the same footing as Books in case the Council of Public Instruction saw fit to sanction the Maps; and also a clause authorizing the Council to permit the purchase of other School Requisites elsewhere than at the Educational Depository, if they thought proper. Although I have inserted these provisions, I have by no means made up my mind yet that your own idea in regard to them is not the correct one.

TORONTO, January 19th, 1874. OLIVER MOWAT.

V. Attorney-General Mowat to the Chief Superintendent of Education.

In addition to the changes mentioned in the School Bill, as sent to you, I desire the following, which have occurred to me on looking over the Bill again. Read the Section 15 thus:—

"Four of the present Members, not including the Chief Superintendent of Education, or, in his absence, the Deputy Superintendent, to be determined," (as in the Bill)

Substitute for Section 18 the following words:—"One person may be elected to the Council of Public Instruction yearly by the Council of University College, and one by every Academic Body in Ontario possessing University powers."

Toronto, January 31st, 1874. Oliver Mowat.

VI. Attorney-General Mowat to the Deputy Superintendent of Education.

I return you the revise of the School Bill, with some verbal alterations. You will see that I have concurred in most of the new matter which you have introduced into the Bill,—although not in all.

With these alterations I think the Bill is ready to be printed off for distribution.

Toronto, January 31st, 1874. Oliver Mowat.

VII. Attorney-General Mowat to the Chief Superintendent of Education.

I send you a proof of the Bill respecting Industrial Schools. If you think that the Bill will answer the purpose, I would like to put it through this Session. It would be a pity to delay even for a single year securing whatever advantages Industrial Schools may afford. Be good enough, therefore, to send me a Memorandum in regard to the Bill.

Toronto, February 2nd, 1874. Oliver Mowat.

VIII. The Chief Superintendent of Education to Attorney-General Mowat.

I herewith enclose to you the article of which I spoke to you this morning, from the New York *Christian Advocate*, (the most widely circulated Religious Paper in America), on School Text Books, from which you will see how far we are in advance in this respect of our American neighbours, and yet allow no monopoly, and maintain free trade in the publication and sale of our uniform series of Text Books.

I have now carefully considered all the modifications proposed in the amended School Bill, and read the final revise of it; and I think it but just to say that I not only concur in its provisions, but anticipate that the Bill, if it becomes an Act, will constitute an epoch in the improvement of our School System and the improvement of the Schools. You have devoted more time and labour to the subject than any public man with whom I have had to do during the last thirty years, and with an evident desire to render our School System as acceptable to all parties, and as efficient as possible. I desire to thank you for your personal courtesy, and hope that you will succeed in carrying the Bill thorugh the Legislature without mutilation.

Toronto, 2nd February, 1874. Egerton Ryerson.

IX. Attorney-General Mowat to the Chief Superintendent of Education.

I propose moving the Second reading of the School Bill to-day, and it may give rise to some discussion. I do not mean to say much myself on moving the Second reading, but the discussion may make it desirable to have yourself, or Doctor Hodgins, at hand, in case I should want some explanations to give to the House in the course of the debate.

Toronto, February 13th, 1874. Oliver Mowat.

X. THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

Since I wrote you some days since, assenting to the School Bill, believing that, as a whole, it might be made to work beneficially, I have read a Pamphlet attacking our Depository, by Mr. G. M. Adam, and the Editorials of the *Globe* of yesterday and to-day endorsing that attack. From these sources, I see clearly that the provisions of the Bill in respect to the Council of Public Instruction and the Educational Depository are intended not only to condemn the Council and myself, but to make it a bear garden of contention, and reduce it to inefficiency and contempt, to destroy the Educational Depository and then extinguish the Council and Depository for all useful purposes.

(NOTE BY THE EDITOR. What the Chief Superintendent here stated as likely to be the result of the election system introduced into the Bill was fully realized in the after history of the Council of Public Instruction. Its final action as a Council was that of obstruction, pure and simple, which a bare quorum of its Members, at a final Meeting of the Council destroyed the effect of. The following is the remainder of Doctor Ryerson's Letter to Mr. Mowat):—

You know how strongly I objected to those Council of Public Instruction election provisions of the Bill, when you first proposed them; how much evil I apprehended from them, but that I, at last, consented to them with modifications and other provisions, which I thought would counteract their pernicious tendencies; you know I assented to them as a peace offering, and desirous to meet your views, as far as possible, after the trouble, time and labour you had bestowed on the subject. But I find that what was considered on my part as a compromise and peace offering, is intended by the prompters of those provisions as an opening wedge and instrument to undo my work of a generation, and so to embarrass and torment me while remaining in office, that I will soon be compelled for the sake of peace, if not for other causes, to surrender all into the hands of my Assistants.

Under such circumstances I must renew my entreaties to you for fair and open investigation, before any legislation takes place in the interests of the enemies of our School System, and of the Council of Public Instruction, myself and other Officers in the Department. Some of the details of the Bill meet particular cases, and others would be useful; but no serious inconvenience, or evil, would result from deferring legislation for another year, and immense advantages would arise from the thorough investigation of the Education Department and Depository by a proper Commission, and the public discussion of the measures and changes proposed,—after which the System would be settled for a long time to come.

I am prepared for any investigation; but I am not prepared for a process of strangling by selfish and secret intrigues, without fair and full discussion and thorough investigations. I understood you intended, if not promised this, at the beginning of the year; I now feel that the character and safety, as well as the integrity of the School System, depends upon it, and the magnitude of the interests involved justifies and demands it.

I herewith enclose you a copy of a Letter on Separate Schools from the Reverend Mr. Stafford of Lindsay,—a Romon Catholic Priest, who has always been a decided supporter of the Public School System.

There is some reason for some of the complaints contained in the latter part of Mr. Stafford's Letter; and I should be disposed, if time were allowed, in the course of the year, to consider them in the spirit of equity, in connection with the final settlement and consolidation of the School System,—all of which, I believe, might have been accomplished this Session, had you consented last year to the "Searching"

Legislative, or "Governmental inquiry," so earnestly sought for at your hands,—an inquiry which I believe is most dreaded by the very enemies of the Education Department, who have pretended to demand it, and who feel that you are acting most in their interests when you refuse it, while, at the same time, legislating as if their charges were true.

I will only add now the expression of my deep regret that you have not before consented to make the investigations into the Department, which I have so importunately solicited, and which are now rendered imperative after the hostile attacks and disclosures of the last few days.

Your persistent refusal of all light of inquiry, and determination to act upon the accusations against us, is most unaccountable to me, unless, which I cannot believe, you had pledged yourself to certain parties to do certain things, right, or wrong. Now both the accusers and the accused demand investigation, and you can, therefore, without hesitation, grant investigation, and let the legislation depend upon the results of such investigation.

I am thankful that I have been enabled to see in time the pit, into which unsuspectingly, and by my own consent, I was about to be precipitated.

TORONTO, February 14th, 1874. EGERTON RYERSON

XI. ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have just received your Letter of the 14th I regret these attacks upon you to which you refer. I did what I could to prevent such attacks from being made, and I regret them all the more, because I perceive they have entirely misled you with respect to the views upon which the legislation which I proposed was formed. I did not assume that the Council of Public Instruction was corrupt, or that the Depository was what its assailants charge it to be. I assumed the reverse, in regard to both matters, and a Commission of Enquiry could not have done more than establish what I have thus assumed; but I am very strongly of opinion that, however honest the Council has been, and however correct have been the transactions of the Depository, the time has come for the changes proposed. I am sure that the Council will have much greater weight and influence with the community under the new system and that its large powers could not be continued unless the composition of the Council is altered in the direction for which the Act provides. I have had Letters from all parts of the Province, complaining in the strongest terms of the powers of the Council. Then, with respect to the Depository, I confess myself entirely unable to see why purchases should not be permitted of Library and Prize Books elsewhere than at the Depository, as long as we reserve the proposed check upon the kind of Books which are purchased. Booksellers are valuable agents in promoting the circulation of Books, and I shall be greatly surprised if their efforts do not lead to much more extensive purchases of Libraries than have hitherto taken place. However well the Depository may have been conducted, I see no even plausible reason for continuing to it a monopoly, so far as regards these Books.

It is quite impossible to prevent political opponents of yourself, or opponents of any other kind, from saying what they choose; but I hope that you have been familiar enough with political parties and newspaper controversy not to be misled by these attacks into opposing what, for a time, had your acquiescence. I would much rather coöperate with you as far as possible; but, if I must have a fight with the Chief Superintendent of Education and the other gentlemen of the Education Department instead of having their coöperation, as, in my position, I ought to have, I must still do what I consider to be my duty.

TORONTO, February, 1874. OLIVER MOWAT.

XII. ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I should like to dispossess your mind of some of the misapprehensions which you seem to have received from late newspaper articles, and, therefore, I add a few words to what I have already written.

I gave no pledge to anybody on the subject of School matters. The provisions of the School Bill with respect to the Council of Public Instruction, and to the Education Department and Depository, were entirely my own suggestion. When you speak of "the intention" of these provisions, what you say has no meaning, unless the reference is to my intention; and I am sure you are aware that my intention was not to condemn the Council or yourself, or to make the Council a "bear garden of contention, or to reduce it to inefficiency and contempt, or to destroy the Depository for all purposes of usefulness," as you now intimate. When these attacks have ceased to annoy you, I am sure you will not apprehend any such results from the addition to the Council of the Representatives of the Colleges, or from the addition of these Members elected by the Inspectors and Teachers.

If I had adopted the provisions which would have given most satisfaction to those who are hostile to yourself, the Council would have had a much larger infusion of the elective element than I propose, the powers of the Council and the Inspectors, as well as your own, would have been greatly curtailed, and the Depository wholly abolished.

In view of what I considered to be your great services to the cause of Education in the Province, and my personal respect for your great talents, I did not, as a Canadian, participate in the feelings of personal hostility to you, or the Department, which some felt whose political sympathies are in unison with my own, and I determined not to propose any change which you did not concur in, unless my own mind was satisfied that the change would be beneficial; and you have been pleased to say that the time and attention which I have given to the subject have been greater than were given by any other public man with whom you have had to do. The consequence of my moderation has been that, in my Communications from various quarters, I am greatly blamed for doing so little in the direction demanded by popular sentiment, and I have had to use every exertion to get my friends to be satisfied with what I propose.

I have no recollection of your urging upon me the appointment of a Commission, but you certainly did repeatedly urge upon me the appointment of a Committee of the House for the purpose of investigating the affairs of the Department; but a Committee, during a Session of the House, could only make the investigation in a cursory and superficial way which would give satisfaction to nobody,—on the other hand the appointment of a Commission was urged upon me by persons who are not in sympathy with you, and urged upon me repeatedly, but I felt great difficulties in the way. The Commissioners should be men of mark, in whom the Province would have confidence, and few such men would have the leisure to give the subject the time and attention absolutely necessary for any useful purpose. If practicable the Commissioners ought to be persons not only having weight in the Country, but also free from the suspicion of hostility to the Department. As I did not propose legislating upon the assumption that there was any want of honesty either in the Department, or in the Depository, the importance of a Commission before legislation did not occur to me as great; and, in that conclusion, I still felt that I was quite right.

You speak somewhere of my intimate relations with Mr. Adam. Mr. Adam called on me once, or twice, but my relations with him have never been nearly as intimate as they are with yourself. After my scheme in regard to the Depository had received your approval, I spoke of it to some of those who felt an interest in the subject; and I presume it was in that way that any similarity in any of the suggestions in Mr. Adams' Letter and some of the expressions in the School Bill occurred. Certainly the scheme was not suggested to me by anybody before I had myself devised and spoken of it.

I had nothing to do, directly, or indirectly, with the non-publication of the papers from your Department, and did not know of it until Doctor Hodgins, or yourself, mentioned it to me long subsequently. I was once applied to for leave to read these papers, but I refused until I had spoken to Doctor Hodgins, who said that he saw no objection to inspection being allowed of them to any applicant.

I hope that you will still see your way to give me your coöperation in this matter as you have been doing for some months before these newspaper attacks upon you. I am quite sure that the Bill, as it passes, will be a better Bill, if I have your cordial assistance and that of the Officers of your Department, instead of having to rely henceforward upon the assistance of others.

TORONTO, 17th February, 1874. OLIVER MOWAT.

NOTE. After the passage of the School Act of 1874, providing for the election of representative Members to the Council of Public Instruction by the Inspectors and Masters and Teachers of the High and Public Schools, application was made to the Education Department by Candidates for Election for electoral Lists of the Masters and Teachers in the Province. For the reasons given to these Applicants, the Department could not comply with their requests. They then appealed to the Attorney-General on the subject, and he directed his Secretary to write to the Chief Superintendent of Education, directing that copies of these lists be furnished to the Applicants. To this Letter, the Chief Superintendent replied as follows: —

XIII. THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

I desire to acknowledge the receipt of your Letter of this date, signed by Mr. Kinlock, stating that you had been applied to as to the right of the Candidates and their Agents to obtain copies of the lists of Teachers, or Inspectors, entitled to vote for Members of the Council of Public Instruction, and that you are of the clear opinion that they are entitled to have every facility afforded them for obtaining such copies with all practicable promptitude.

I regret that you have not thought me worthy in this matter of the courtesy which has been shown to me by every Attorney-General of Upper Canada from Mr. Draper and Mr. Baldwin down to the present time, now for more than a quarter of a century,—namely, that of asking and hearing my own explanation for any decision I had given before setting it aside,—the courtesy I have invariably shown to every School Inspector in the Province, not one of whose decisions have I set aside on the representation of any party, before writing to and receiving the explanation of the Inspector, whose decision had been complained of.

The case referred to in your Letter is as follows:—On inquiry, or application, about a fortnight since at the Department by Doctor Sangster, himself, I believe he was told by the Deputy Superintendent that no list of the names of Teachers could be furnished to any party. Last week, or early this week, application was made by a Representative of Professor Goldwin Smith, and the same answer was returnd, a copy of which is herewith enclosed. The party making this application, then goes to you, with a private Letter, and you, without affording me any hearing, set aside my decision, contending that I should do what really cannot be done, and what the Law as appears to me, did not contemplate. For,—

First, there is no revised list of Teachers in the Department; nor can there be until a copy is made and corrected from the various lists of County, City and Town Inspectors,—which cannot be completed nothwithstanding every effort from the beginning to get it in readiness, but which the Law does not suppose to exist before the day of scrutiny. To give an Inspector's list into the hands of any party is out of the ques-

tion, as it might be tampered with by erasing certain names, before the copying of them into a Book to become the Book of Record. Besides, if one party is entitled to have in advance such list for examination, or copying, so may another, and several parties may demand the same list at the same time, besides the copying Clerks in the Department, who are transferring the lists to the Record Book.

Secondly, the Statute points out when and where the Teachers' List is to be open to inspection, and to objection and revision, during one whole month, after which there is no provision for objecting to any name returned on the Inspector's revised list. This period is fixed at the 15th of July. See Sections Eleven to Fourteen inclusive, of the Act, 37th Victoria, Chapter 27. The Fourteenth Section says,—"All the persons named in the list shall be deemed entitled to vote." If an Inspector be complained of and convicted for having sent a false list of Voters, he may be dismissed, perhaps otherwise punished; but the Law does not give the Scrutineers, or the Education Department, or even the Governor-in-Council, power to alter, or revise, the Inspector's list, or reject any name contained in that list.

The only place in the Act in which a Book, containing a list of Teachers is mentioned is in the Fourth Clause of the Eighteenth Section. The Third Clause provides for opening the Voting Papers; the Fourth Clause is as follows:—

"The Chief Superintendent, or other Officer, and the Scrutineers, shall scrutinize and count the Votes and keep a record thereof in a proper Book to be provided for the purpose, which Book shall be preserved in the office of the Chief Superintendent, and shall, at all reasonable times, be open to the inspection of every Person desiring to see the same."

This is the only Record Book, or official list of Teachers mentioned in the Act; it is to be prepared for, if not by, the Scrutineers, and is not opened for public inspection until after the Scrutineers shall have done their work.

I have sought to get this Record Book prepared for the use of the Scrutineers by the third Tuesday in this month,—never supposing that any party would think of getting it before that time. The work of preparing it is very serious, in addition to the regular and various work of the Department,—there being between six and eight thousand names to copy, with their several Counties and Post Office addresses. After writing the names, etcetera, every entry has to be read and compared, with aid of the Inspector, to see that no error has ben made in spelling the name, or in the Post Office address. This Record Book is, of coure, in constant use by the Clerks writing in it, or revising it, until the record of names is completed.

In regard to Parliamentary Elections, the Voters' List is ordered to be printed, and sent to various parties, and put up in various public places, and when sanctioned by the Revising Judge is unchangeable for the next election. In the School Act, the Revising Judge in each County is the School Inspector, and instead of the Voters' List for such County being printed, it is to be open to inspection and objection in the Inspector's Office for one month of a certain date, when the right of inspection, objection and revision ceases, except in regard to Teachers whose names are not on any Inspector's list, but who send in Voting Papers and claim the right to vote; and in regard to whose right to vote the Scrutineers decide, as provided in the Sixteenth Section of the Act.

I have thus felt it to be my duty to bring the whole matter before you.

You know how anxious I was, and what I did last year to get Mr. Goldwin Smith appointed a Member of the Council of Public Instruction. I have the same high opinion of him still; but in my official capacity I have ever sought to know no man, sect, or party. The application to you was strictly in the interests of one party, after the other party has been refused by the Department, and has ceased to expect the use of the Department to get a list of the names of Teachers and their addresses in advance in order to send party Voting Papers to them. . . . .*

*In a letter on this subject, which I addressed to Mr. Henry Kinlock, Secretary to Attorney-General Mowat, I pointed out that it was not the Election Official Lists which Doctor Sangster and the Agents of Mr. Goldwin Smith applied to me for, "but a list of Teachers, with their post office addresses, so that, by this means, they could each "send pamphlets of appeals against each other to the Teacher."

If you had thought proper, as a preliminary and general arrangement in regard to the election, to confer with, or suggest to, me to have lists of Voters early prepared, and accessible to applicants of all parties, I should have readily done all in my power to meet your views; but when no such suggestion was made, and when I had decided what I believed to be the Law in the question, and when what is now claimed by one party is claimed as a legal right, I feel my official character not a little involved by your summary reversal of my decision.

If after the above references to the Law and statement of facts, you still think proper to give an Official Order to place the lists of Voters in the hands of the party applying for them, I shall leave directions to have your Order obeyed; but I shall feel it due to my own character, and especially so near the close of a long public life, without ever before having had my decision, on an appeal of any party, reversed by Government, although appeals have been made, but none even considered, until I had had an opportunity of being heard; I say under these circumstances, I shall feel it my duty, as well as my right, in justice to my long past and for the future, to submit the legal question to a Judge of one of the Superior Courts, if not to a Superior Court. In the alternative of submitting the case for such judicial decision, I shall deem it right to enclose copies of the Correspondence between you and other parties and myself on the subject, whether Official or private, and to this I trust you will make no objection.

I have just learned from Doctor Hodgins that Doctor Sangster did not make a formal application for obtaining a Teachers' Voting List, but in answer to an enquiry from him as to how he could obtain a copy of such list, Doctor Hodgins replied, "You cannot, of course, obtain anything of the kind in this Department"

TORONTO, August 7th, 1874. EGERTON RYERSON.

XIV. ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I received on Saturday your Letter dated 7th instant, on the subject of Candidates for the Council of Public Instruction obtaining at the Department copies of the Voters' Lists

I am sorry to find that we have taken opposite views and that the difference has led to your writing in a tone of irritation which I had no expectation of provoking.

I ought to mention at the outset that when I instructed my Secretary to acquaint you with my opinion, I was not aware that you had decided against applications for copies of the Voters' Lists. Your Letter with the accompanying enclosure gave me the first intimation which I had had of such a decision. I had had no communication on the subject with Mr. Goldwin Smith, or with Messieurs Brown and McAllister, who, I now understand, are acting for him; but a few minutes before the note was written a friend had suggested to me, that a copy of the Voters' List would probably be wanted by Mr. Goldwin Smith's friends; and that the Officers of the Education Department, where alone a copy could be got, were supposed to be favouring Doctor Sangster's election, and might on that account throw a difficulty in the way of a copy being obtained in time. I thought it very unlikely that any such difficulty would be experienced. It seemed to me that in view of the long existing, well-known and most reasonable practice at Parliamentary and Municipal Elections, the right of a Candidate to have the desired copy would be recognized by the Department at once; and it was only to make assurance doubly sure that I instructed my Secretary to write to you a Letter expressing my own clear opinion upon the point. I now learn from you that, more than a fortnight before, a verbal intimation had been given to Doctor Sangster that he could not obtain a copy from the Department, and that, on the 3rd instant, a written answer to the same effect was given by yourself to an application dated the 30th day of July, from Doctor Henry Brown, on behalf of Mr. Smith. It appears from this information that whether your refusal was right, or wrong, it was given equally to both parties.

You have now given to me your reasons for the refusal; and I have no doubt that these reasons are the best which could be given by anybody; and I have read them carefully, but am clear, notwithstanding, that the refusal was in both cases a mistake.* The Law for the election of Members for the Council is new; and was not a Law of your recommending, nor had it your approval. If I have formed and expressed a view opposed to yours as to one detail connected with the working of this Law, the circumstance is not one which I would have thought so serious, or irritating, as you have regarded it. Nobody can expect to be free from one single mistake of Law, or judgment, in conducting an important Department for a quarter of a century.

The argument with which you support your refusal appears to be, that the Statute contains no provision for furnishing the copies referred to, and that compliance was open to certain objections and inconveniences, which you specify. But, if it is right that Candidates and their Agents should have copies, (which I do not understand that anybody questions), it must be the duty of those to whom the possession of the lists, and the working of the Law belong, to make such arrangements as may enable the copies to be obtained, even if the Legislature has made no express enactment in the Laws which regulate our other public elections. These, like the Statute in question, provide for the revision of the lists, or rolls, but not, (so far as I remember at present), for the furnishing of copies to the Candidates afterwards; yet, by universal consent, such copies have always been obtainable, and the right to obtain them has never, that I am aware of, been questioned. If there is an express enactment in these cases, it would afford a legislative analogy for granting copies in the present case. The reason for copies is the same in principle in all these cases.

You seem to think that the provision for posting the lists in the offices of the County Inspectors shows the measure of the rights of all parties interested; but the lists so posted not being the lists as finally revised do not answer the object, even if they could be resorted to when wanted for an election. Certified copies of the lists, as revised, are transmitted by the Inspectors to the Chief Superintendent on or before the 15th July, being a month, or more, before the first day of voting; and on the 15th of July, the Candidates may not happen to have been determined upon. There is no express enactment that the Inspectors shall afford facilities for copies being obtained afterwards; and, in the absence of any express enactment in regard to either the Department, or the Inspectors, it is surely beyond comparison more convenient and just to all parties that the Department, where alone all the lists are collected, and whose Officers observe a resolute neutrality in the contest, should, as a matter of administration furnish the facilities, rather than drive the parties to make as many local applications as there are Inspectors, and to depend for their copies on the favour and promptitude of these local Officers, who may be taking an open and active part in favour of one Candidate against another.

The Record Book referred to in the Fourth Clause of the Eighteenth Section of the Act, is to contain a list, not of all who have votes, but only of all who vote.

I am afraid that there may not be time now for either party to have much benefit from copies of the lists; but whatever use the one could make of them, the other could make also, if he chooses; and I think that each of the two Candidates should be notified at once that he may have a copy at his own expense, if he still desires a copy. I hope that the parties have too much honour and honesty to tamper with the lists, if they had access to them; but, as you refer to the possible danger of such a proceeding, I would suggest the making of the copies by confidential persons selected by yourself By judicious arrangements several copies may be in progress simultaneously, and the making of one copy occasion no delay in the making of others.

You speak of submitting the legal question, or questions, to a Court, or Judge. What legal question, or questions, you refer to I do not know; as you surely do not doubt your legal power to allow the copies to be made, or furnished; and the propriety

* Mr. Mowat here clearly overlooks the practical reasons given by Doctor Ryerson in his letter to him, why a list of the Teachers and of the Inspectors was not given to Doctor Sangster and Professor Goldwin Smith's Agents.

of allowing them is a matter of administration, and not of Law. But, should you submit a case, I hope that I am to have the opportunity of seeing the draft beforehand, or that the Court, or Judge, will give me an opportunity of speaking to the matter before it is disposed of. The case should contain nothing, and be accompanied by nothing, of an extraneous character.

You speak of my want of courtesy towards you in setting aside your decision, without first requesting and hearing your explanation; and you contrast my course in that respect with the course observed towards you by all my predecessors. If you had not been writing under a feeling of irritation, which made you, for the moment, forgetful and unjust, you would have referred to my own practice as having been the same as you say their's was. If I reviewed your decision in the present case without previous communication with you, such a proceeding had no precedent in my own practice, any more than you tell me it had in their practice: and in this instance I could not ask for an explanation of a decision, which I did not know that you had pronounced, and which, notwithstanding my friend's apprehension, I did not think that you would pronounce even without my Letter. You have under your hand, as well as otherwise, acknowledged the personal courtesy which you have received from me, even while I was refusing to adopt your views on important subjects of School Legislation. I always had and expressed great respect for your opinions on School matters, although I may have differed from them; and you have yourself declared that I had "devoted more time and labour to the subject than any public man with whom (you had) had to do during the last 30 years, and with an evident desire to render our School System as acceptabe to all parties and as efficient as possible."

Toronto, August 11th, 1874. Oliver Mowat.

XV. The Chief Superintendent of Education to Attorney-General Mowat.

After two weeks' absence, I returned to town Saturday afternoon, having visited an aged Brother, [the Reverend John Ryerson], who was beginning to recover from a severe illness.

On the 22nd, I read for the first time your Letter of the 11th instant, for which I desire to express my sincere thanks, and the explanations of which are to me perfectly satisfactory.

But from the circumstances under which I wrote my Letter, I think I was fully justified in my assumptions and complaints. I assumed that from the application being made to you, you knew that the parties referred to had applied to me for the Voters' List and had been refused; for they first applied to Doctor Hodgins verbally, and were informed that I had refused a similar application from the party of Doctor Sangster, but that, if they wished my decision they had better make their application in writing. They did so; and I gave them a written answer. The next morning I received your first Letter giving your "clear opinion" on the subject,—a few minutes after receiving which, Messieurs Brown and McAllister called upon me to get the Voters' list to copy, when I told them my decision was unchanged, on which they significantly asked me, if I had not received a Letter from you on the subject. I felt indignant at having such a question put to me, no less than at the manner of its being put, as it indicated an understanding between you and these parties, and a purpose to coerce me to do what, on the ground of fairness and impartiality, I had refused to do. I replied that the subject was a matter of correspondence between you and me, and until the conclusion of it, I shall not do for them what I had refused to do for the party of Doctor Sangster. That same evening those two Gentleman called at my house, with a Letter from you and another from Mr. Goldwin Smith. I told them that I should read the Letters and see them next morning at my Office. On going to the Office, I found the two Gentlemen were waiting for my arrival, to know if I was then prepared to allow them to copy the Voters' List. I told them that I had written to you on the subject and was not then prepared to act otherwise than I had done.

I will now submit to yourself whether from those facts I could have otherwise than supposed and assumed that you were aware of my decision, and were acting in concert with these parties to compel me to act contrary to my decision, and to what I had done in the case of Doctor Sangster.

Under all these circumstances, I wrote to you, and with the determination to express to you plainly what I felt, and to vindicate my acts by appealing to the highest judicial decision provided for me by Law, as to whether the Law requires me to furnish lists of Voters to parties applying for them before the election of Candidates, or to exhibit to parties interested any other list than that mentioned in the Fourth Clause of the Eighteenth Section of the Act, 37th Victoria, Chapter 27. Your Letter does not touch this question; and of the correctness of my view of it I have no doubt.

But your subsequent suggestion that a confidential clerk be employed to copy the list of Voters for both parties, if they desired, and at their expense, instead of putting the list into the hands of one party, placed the question in a different light, and placed both parties upon equal footing. To that I could have no objection, as it corresponded to what I indicated to you in my Letter that I would have done at the beginning had you proposed it.

To show you that I had every deference to your views and wishes, on any matter in regard to which I was not already officially committed, I may mention that on receiving the expression of your opinion as to the non-reception of Voting papers received before the 11th of August, or not sealed, I determined at once not to ask the decision of a Judge on the subject, (although you and I had agreed that I should do so).

But in the matter in question, when you assure me that you did not know that I had been applied to, or given any decision on the subject, I feel that I have no longer ground to complain of your discourtesy, and I withdraw all expressions imputing it. But I think, in the event of any similar case occurring, you would, before giving a decision, or order, ask parties applying to you whether application has been made to the Education Department on the matter, and what had been its decision. . . . .

You intimate that there had been a suspicion, if not grounds for supposing, that the Education Department leaned to one party in the recent contest. I can affirm the reverse on my own part, and upon the best grounds on the part of those associated with me. The whole of our offending has been, that we would not be dragged in to be the assailants of the character of one Candidate more than of the other; but I have never advised any human being to vote for one Candidate, or advocated one Candidate more than the other; and I believe this may be truly said of every Officer in the Department, at least as far as I know.

You refer to my former expressions of satisfaction as to your proceedings in educational matters as inconsistent with the "irritation" shown in my Letter. In reply, I have to say, that the expressions of satisfaction and even of admiration, which I employed before the Committee of the Legislative Assembly at the close of its proceedings in regard to your labour in preparing the School Acts, etcetera, I have since repeated to your political opponents as well as friends, and I repeat them still; but I have thought and felt that your proceedings in regard to myself and the Department during the last two or three months have been less friendly than formerly, and I have been not a little surprised and pained at your recent successive Letters, and as some of them appeared to me so entirely different from anything that I had ever before experienced from any Attorney-General. But I must add, and I have pleasure in doing so, that your explanations and disavowals in your Letter and your frank expressions of opinion, although not always in accordance with mine, have not only removed all "irritation" from my mind, but effaced all unpleasant feelings, and have inspired me with renewed hope of my being enabled to finish my long official career with kindly feelings in regard to the leading men of all political parties with whom I have had to do.

TORONTO, August 24th, 1874. EGERTON RYERSON.

XVI. The Chief Superintendent of Education to Attorney-General Mowat.

I write this note, before leaving, in consequence of an Official Letter just received from the Honourable Treasurer Crooks, stating that after consulting with you, it was deemed inexpedient, to recommend any increase to the Grant for Public and Separate Schools this year. Of this you can judge perhaps better than I can, in view of all branches of the public service.

But Mr. Crooks intimates the possibility of not acceding to my suggestions in regard to some other matters. I beg, before you decide unfavourably to any of them, that you would afford an opportunity to myself, or Doctor Hodgins, to give explanations, for the Estimates of this Department have been restricted by us to the lowest figure, in view of the increased work to be done, which has become something enormous. There are some fifty Persons employed in connection with this Department, including the Normal and Model Schools; the increase by local assessments in support of the High and Public Schools the last year, is nearly half a million of dollars, and the work in administering the complicated School System under 5,000 School Corporations, and in such a state of progress, is beyond what can easily be conceived. I feel the burden of the responsibility and care, and various work which I cannot delegate to any other, beyond what I ever felt before.

I have recently been honoured with having been elected President of the General Conference of the whole Methodist Church in the Dominion, but the office requires no duties except presiding at Committees two, or three times a year, unless at my own option and convenience.

I have been elected and requested to represent the Body at the Wesleyan Conference in England, but left to my convenience until 1876 to do so, if I desire it.

All this, however, is an honourable diversion, rather than a care. It is the duties of this vast Department, (by far, I believe, the largest and most difficult, in our Province), that weigh upon me.

Toronto, October 17th, 1874. Egerton Ryerson.

CORRESPONDENCE WITH DOCTOR GOLDWIN SMITH IN REGARD TO THE VOTING PAPERS FOR THE COUNCIL OF PUBLIC INSTRUCTION.

XVII. Doctor Goldwin Smith to the Chief Superintendent of Education, 1874.

I understand that your difficulty in giving the Voters' list appeared to arise from the absence of a regular application on the part of either of the Candidates, and that by my going through that form, the difficulty will probably be removed.

You may be quite sure that anything you may do will be construed by me as done in obedience to the dictates of public duty, and that I shall entirely acquiesce in any decision at which you and the Attorney-General may arrive.

It would never occur to my mind to expect from you, on the ground of private friendship, any concession which you did not think it right to extend to the other side.

It was with great regret, you may be sure, that I found myself involved in this most painful contest, and I would most gladly have retired from it had I felt that I could do so without betraying the public interest. My reference of a seat in the Board, when you were so kind as to express a wish that I should accept it, will prove to you that my actuating motive is not desire of the place.

Toronto, August 7th, 1874. Goldwin Smith.

XVIII. The Chief Superintendent of Education to Doctor Goldwin Smith.

In reply to your Note of last evening, I beg to say that some two or three weeks since, Doctor Sangster was informed, in accordance with my directions, that he would not have access to, or get copied, any Teachers' Voting List in the Education Department.

I am sure your own high sense of fairness would prevent you from desiring me to do for one party what I have refused to another

I have stated all the facts to the Attorney-General, whose final decision will be acted upon.

You know how earnestly I sought to persuade you last year to consent to become a Member of the Council of Public Instruction. I have always regretted, and do still exceedingly regret, that you did not yield to my persuasions and Mr. Mowat's wishes. But as you are now a Candidate in an Election contest, I must act impartially between you and your opponent; and this, I am sure, will accord with your own judgment and feelings.

Toronto, August 8th, 1874. Egerton Ryerson.

CHAPTER IV.

"REFORM IN THE EDUCATION OFFICE."—AN ATTACK ON THE EDUCATIONAL DEPOSITORY AND ITS OFFICERS, BY MR. G. MERCER ADAMS.

I. Mr. G. Mercer Adams to Attorney-General Mowat, 1874.

In addition to the points I had the honour of urging upon you at our late interview, I think it well that I should commit to writing a statement of my objections to the maintenance, at the public expense, of the Bookselling Department in the Education Office. Although personally loth to renew the controversy on this subject,* I should be false to the interest I profess to feel in the welfare of the native Book Trade, to the development of which my best years have been devoted, if I hesitated to take advantage of the opportunity afforded by your promised legislation to state my views in some detail.

I shall be glad, Sir, if, in the discussion of the subject, I succeed in removing existing misapprehensions regarding the nature and practical working of the Book Bureau. A plain statement of the facts of the case, however, ungarnished by the fallacious apologies of interested Officials, will not only relieve the legitimate Trade of the imputations cast upon it, but conclusively establish the truth of my objections upon the broader ground of public convenience and utility.

Before entering upon the subject, I desire to state, once for all, that in objecting to the continuance of the Educational Depository, which, for over twenty years, has been a standing menace to the Book Trade of the Country, I have no desire to speak otherwise than with respect of the Reverend Gentleman at the head of the Department. In common with men of all parties, I fully appreciate the valuable services Doctor

*This controversy took place in 1858. See Chapter XXIX. of the Thirteenth Volume of this Documentary History. See also Chapters XXVII. and XXVIII. of the same volume, in connection with the Remarks of the Honourable P. de Blacquiere on page 27 of the Seventeenth Volume. See further Chapter XV. of the Twenty-Second Volume of this History.

Ryerson has rendered to the cause of popular education in the Province; and although the circumstances of a young Country may have lent some countenance to the original establishment of the Institution to which I take exception, the Chief Superintendent need not be held answerable for its continuance long after it has ceased to be of public benefit, much less for the flagrant abuses,—not to say corruption,—which have crept into its management. Fortunately, the Chief Superintendent, many years ago, formally assigned the defence of the Book-store to the men who have immediate control of its affairs, although it is, of course, the policy of those who profit by the maintenance of the monopoly to hide themselves behind the Head of the Department and the Council of Public Instruction.

The particular subject of this Letter can hardly be discussed to advantage without glancing briefly at the anomalous system adopted in the general conduct of the Education Office. Here, of course, the Chief Superintendent is responsible, to this extent at least,—that he has not advised the re-modelling of the entire Department, in accordance with the policy of the Administrative reform which now prevails in all other Executive Departments of the State. The Education Office is the only branch of the public service which enjoys immunity from Official, or Parliamentary, inspection.* Its Accounts are submitted to no proper audit.† As forwarded to the Treasurer's Department, they are so manipulated as to make it impossible for the Committee of Public Acounts, the Provincial Auditor, or any other man, or Body of men, not in possession of the secrets of the Office, to verify, or dispute, them.‡

The Council of Public Instruction, founded from the first on a false basis, is practically as extinct as the English Privy Council Committee on Education It is a convenient screen for Officials, and its Members are rewarded at times for their complaisance with some by no means valueless crumbs which fall from the Official Table; but for any worthy purpose it is worse than useless. No record of its proceedings is published; it is even uncertain how often a quorum is got together; and nobody knows how far all, or indeed any, of its Members can be held responsible for the Regulations promulgated in its name.¶

In the matter of Text Books, that uniformity which is, no doubt, desirable, within certain limits, is made the pretext for maintaining a number of Books, unsuitable, either because better and more recent works have been published, or because they are mere compilations,—the work of Officials of the Department,—and for the most part worthless, except as a supplementary source of income to the Writers themselves. Such valuable series of Educational Works as those from the British publishing Houses of Macmillan, Longman, Rivington, Cassell, Nelson and Collins, are excluded, so that the inferior and untrustworthy productions of Officials may be forced upon the Schools. If a Publisher,§ desirous of encouraging native ability, incurs the expense and risk of publishing a School Book which even the Department approves, the Owner of the Copyright, whether Author, or Publisher, must surrender it to the Department before he can hope to insure its adoption. One of the Chief Officials, enjoying the special favour of the Council, actually sold his copyrights to a Publisher for a good round sum, but when the caprice, or intrigues, of those who move the wheels of this machine

*This statement is entirely incorrect. See Report of a Select Committee of the House of Assembly and of a Subsection of that Committee on the Education Department and of the Educational Depository in 1869—on pages 30-32 of the Twenty-first Volume of this Documentary History.

†In 1855 the whole of the Accounts of the Education Department and Educational Depository for that year were sent in full detail to, and were duly audited by, Mr. John Langton, the then newly appointed Provincial Auditor. (They were also sent to him for audit every subsequent year afterwards. See Chapter XIV. of the Twelfth Volume of this Documentary History.) (See foot note ‡ below).

‡ How entirely false is this Statement when it is compared with the following official one of the Provincial Auditor, made after he had examined all the Accounts of the Department which had been sent to him by me in 1855, 1856:—"The facility with which you have supplied all further information which I required not only proves what I have never doubted, the admirable system which pervades the whole of your Department." . . . See page 168 of the Twelfth Volume of this Documentary History.

¶ The Proceedings of the Council of Public Instruction were first published in May, 1874.

§ This statement is incorrect, as the Text Books adopted by the Council of Public Instruction, except those of Geography and Arithmetic, were such as were recommended by the Heads of Colleges and the Inspectors of the High Schools, who would not be likely to overlook the best class of Text Books available.

originated the order for the unconditional sacrifice of their educational property, the same Publisher was made to surrender the right he had acquired, virtually, to the Official from whom he had made the purchase.* Unwarrantable and unseemly as are such Regulations of the Council, I could point to others equally arbitrary and questionable in their character; and in this connection I trust it will not be considered unfair to recall to your attention the facts detailed in the Letter of the Honourable Edward Blake, (then Premier), to the Chief Superintendent. The truth seems to be that the selection of the Text Books for the Province is in the hands of a "ring," composed of Departmental Officials and such Publishers as are constrained to submit to the unjust demands of the Education Office.†

I have stated that it is impossible to obtain satisfactory information regarding the Accounts of the Department in general, and the Book-shop in particular.‡ There is one exception which ought not to be overlooked. I refer to the expenditure under the head "*Journal of Education.*" Here, at any rate, we have some partial evidence of the reckless waste of public money, characteristic of this irresponsible bureau.

The figures speak for themselves:—

	1870.	1871.	1872.	Total.
Expenditure	$1,800 00	$2,370 59	$2,508 72	$6,679 31
Receipts	23 76	180 56	264 93	469 25

To state the matter shortly, the receipts for the last three years amount to little more than one-fourteenth of the expenditure. Of the latter, the largest item is, of course, for printing, for which I presume full value is received; but what justification is there for the charge of $400 per annum, paid as Editor to an Official who already receives a liberal Salary as Deputy Head of the Department, to say nothing of other extra pickings at the public expense? Of course, the apology is that the *Journal* is not intended to be a paying enterprise; it is published for the instruction of Teachers and Trustees, and cannot be expected to be remunerative. This would certainly be a plausible, if not a satisfactory, reason for the expenditure, if the *Journal* adequately fulfilled its purpose. You have only, Sir, to take up at random any number of it to satisfy yourself that its publication, as at present conducted, involves a wanton sacrifice of public money. Where it is not a matter of paste and scissors it is nothing but a periodical defence of the Department, or a record of its arbitrary decisions.

Newspaper Editors throw it under the Table as worthless, and Members of the Legislature have frequently stated on the floor of the House, the low estimation in which it is held by Teachers, and how piles of it are to be found littering the Post Offices of the Country. If instead of the "thing of shreds and patches," which now usurps the name, the *Journal of Education* were a fitting exponent of current thought on its great subject; if it contained the results of practical experience in tuition; if it gave space to the suggestions of Canadian Teachers,¶ without regard to the views despotically enforced by the Department; if it detailed the proceedings of the Council, and threw some light upon the dark places of Departmental finance,—if, in short, it were anything but the work of a well-paid Officer, who has so many profitable irons in the fire that he can do no more than eke out its departmental ukases with stale clippings from the last month's daily press, no objection would be made for any reasonable difference between its receipts and expenditure. As it is, it is a notable proof of what we shall have to contend for, with less light to guide us, in the sequel,—that

* How a surrender of copyright to the Chief Superintendent of Education, (to be under the control of the Council of Public Instruction), could possibly be a virtual surrender of it to the Subordinate Officials of the Council, or Teachers under its control, who may have prepared the Text Books in question, has absurdity on the face of it.

† This statement is false, and is made without the semblance of proof.

‡ See foot notes on page 118 herewith.

¶ The Writer omits to state that a special department of the *Journal of Education* is reserved for intercommunications with the *Journal* by Inspectors, Teachers and others, on all School questions, and that such communications are invited and welcomed by the Editor, and are freely inserted in the *Journal*.

everything connected with the Department ought to be submitted immediately to a searching scrutiny.

Another and equally serious source of leakage, in connection with the Department, presents itself in the "Museum," which seems, from the painfully uniform expenditure upon it, through a long series of years, to be an especial object of solicitude and interest to those in charge. Without dissecting its affairs in any detail, let me simply ask what value the public receives for the annual expenditure of nearly $4,000 upon it? From the loud and widely expressed dissatisfaction of those who have had transactions at the Depository, it would seem that the whole establishment has deteriorated into an antiquated yet costly Museum,—a sort of locker for the "condemned stores" of the public service. Whatever its usefulness may be, or however its maintenance may contribute to the pastime of stray sight-seers, with the light of the Public Accounts upon it, this much may be gleaned that not one half of the annual appropriation can remain a permanent contribution to its treasures, after the perennial tinkering is done by the versatile Experts of the Department.

I have introduced these matters as bearing immediately upon the particular branch of the Department, properly the subject of this Letter. They make out a *prima facie* case against the entire Institution, on the charges of extravagance and incapacity. The defenders of the Educational Depository claim that it is a "paying concern;" if so, it is an exception to the general system of management in the Department, and the burden of proof rests upon them.* The required evidence is not forthcoming, for the simple reason, as I think I can prove, that it has no existence.

Like other Monopolists, the interested Defenders of the Educational Depository are determined to die hard. They have issued,—it need hardly be said at the public expense,—a Pamphlet, of over sixty pages, full of false assumptions and vain iteration.

The main points are these:—

1. That the Clerks of the Depository, being intellectually and morally superior to Booksellers, School Trustees, Teachers, and the great bulk of the community, ought to be the sole judges of what Books are suitable for libraries and prizes.† If the moral censorship were once relaxed, and the Bookshop closed, the Province would "throw wide open the door to the introduction, (as was the experience in the State of New York), of all kinds of literature,—the bad and pernicious as well as the good." To be worth anything, this paternal system of administration ought to be extended so as to protect the people at large from adulterated goods by setting up Bakeries, Groceries, and Dairies of its own; it ought to protect them from "pernicious literature" by establishing a Government Licensing Office, without whose stamp no Book could be issued; it ought to educate their taste, as a Writer of France,—the great stronghold of centralization,—suggests, by supplying good music and excluding the bad; might it not with equal force claim a moral censorship of the press? Who knows what marvellous changes might come over our daily newspapers if no article could issue until it had passed this critical bureau of public morals and Canadian letters!

If the principle be sound, there ought to be no limit to its application. If Booksellers, whose morality is, at least, on a level with that of their neighbours, and if School Trustees and Teachers, who are presumably men of honest and pure intentions and of ordinary mental capacity, imperil their reputations by "corrupting the youth;" what must be the general tone of Canadian society? If whole classes have entered into a conspiracy to injure their neighbours, is it not the obvious duty of our rulers to treat the entire population as children, to be protected in a fatherly manner from ignorance, folly and vice?

*The Report on the Educational Depository, which was prepared by an expert Banker and Accountant under the administration of Mr Adam Crooks, Minister of Education in 1876, shows that the net profits made by the Depository, after paying all expenses of management during the years of its operation, from 1850 to 1875, amounted to $71 053.55! See page 193 of the Tenth Volume of this Documentary History.

†This statement is absurd on the face of it. The Clerks in the Depository never pretended that they were "to be the sole judges of books suitable for Libraries and Prizes." They knew full well that the Council of Public Instruction was the only body authorized by law to perform such a duty.

2. The Educational Depository is, it appears, the sole means by which "a sound and varied literature" can be disseminated. The Officials,—for it is absurd to speak of the Council of Public Instruction as performing the duty,—alone possess adequate knowledge united, of course, with inflexible moral purpose, for the accomplishment of the work. If the legitimate dealers in Books were permitted to share in the business, the Clerks, already overwhelmed with their proper work, to say nothing of highly remunerative occupations they provide for themselves, would be burdened with the duty of making out a new Catalogue every two, or three, months. This, of course, would be a hardship, from the official point of view, because, being in the ordinary routine, it could not figure in the Contingencies. But they manage matters more comfortably at present. The last Catalogue of Library and Prize Books issued by the Department for the guidance of Trustees and others, bears the date of 1868. So that, for a period of over five years, in an age of unprecedented mental activity, the Department has been fast asleep.*

I have not the temerity, Sir, to contrast with this "masterly inaction" the doings of the legitimate Book Trade of the Country during this period, and in departments more varied and important than are ever dreamt of in the Depository; but I may be permitted to say, that it is within the sphere of probability that the 1868 list itself might not have made its appearance, but for the secret auction sale at Montreal, which cleared away the rubbish that had encumbered the shelves of the Depository for years. Of this furtive auction sale, and the loss to the public resulting from bad business management and personal irresponsibility, I do not think, Sir, you will find any record in the Public Accounts.†

3. A flourish of trumpets is, of course, made over a mass of Letters from the United States, and from the School Inspectors of Ontario, the collection and publication of which, at the public expense, with other like defensive matter, should make every Tax-payer in the Country wince. From this book of "Home and Foreign Correspondence," if you have leisure to examine it, you will learn little, Sir, that bears upon the question. So far as the American Letters go, they merely tend to support the view that there ought to be some supervision exercised over the choice of Books,—not that the Government ought to maintain a Book-shop.‡ The Letters of the Inspectors relate to the maintenance of the 100 per cent. Grant, of which they unanimously approve. No support is given to the Book-shop at all,—and two of them, more outspoken than their Colleagues, the Reverend James Porter, of Toronto, (see page 53), and Doctor Comfort, of St. Catharines, (see page 61), have had the moral courage to denounce the entire system. There is a richness about the reply to the latter Gentleman characteristic of the Department; I beg to call your attention specially to it. The fact is, Sir, that the Circular sent to the Inspectors was intended to operate like a "first warning" to the French journals, to enforce obedience to bureaucratic demands, either by silence on vexed questions, or by unconditional support of equivocal measures. To their honour be it said, many of the Inspectors preferred the former alternative. Two of them, in their innocence, frankly gave their opinions in full, one of whom the Department rebukes in the words of the reply above referred to:—"The list was not sent to you for that purpose." Doctor Comfort supposed that the Circular was issued to obtain information; he was not so wise as some of his brethren whom the Department addressed again and again without effect,—and who only satisfied its importunity by evading the irksome task set before them.

*The writer of this attack on the Department, in his zeal to misrepresent the faith of the case, omits to state that, as each batch of new books is approved by the Council of Public Instruction, the list is published in the *Journal of Education*, and that Catalogues were only published periodically as required.

†There was no "secret auction sale" of books from the Education Depository at Montreal. That sale was duly chronicled, and was from a published Catalogue. The proceeds of the sale were duly paid into the Provincial Treasury.

‡And yet, the Writer omits to state that the Commissioner of Rhode Island stated "that the plan of providing School Libraries, adopted by the Parliament of Canada, West, is undoubtedly the wisest that has yet been acted on." Lord Elgin, when Governor-General, declared that our School Library System was "the Crown and Glory of the Institutions of the Province."

Two additional pleas offered by the Department may be taken together, because they are mutually destructive, the one of the other. In the first place we are informed that the "alleged interference with the Book Trade is the reverse of the truth, as the Trade Returns show." A few lines further on, the Writer admits the "interference," and attempts to justify it on the ground, that were it not for the Bureau, the Booksellers would have a "monopoly of high prices,"—in other words, that the Trade would gain some portion of the public money which now goes into the pockets of Officials, or is otherwise wasted on the Depository. The distinction attempted to be drawn between "private" and public trade is untenable. A business conducted with advantage to the public by individuals, is, in all its branches "private" to this extent,—that Government interference, or competition with it, is a wanton and unjustifiable violation of private rights.

Let me for the sake of argument admit the charge constantly reiterated against Booksellers of "selfish" aims and "interested" motives in their attacks upon the Educational Depository; and what does it amount to after all? If an injustice is done them by the existence of this Departmental trading concern, have they not a right to expect the sympathy of the public, when they protest against its continuance? Has any one of the large class of legal, political, and economical grievances, redressed during the present century, been exposed to public indignation otherwise than by the representations of what are called "interested parties"? Have not these parties been invariably accused of "selfishness," and has not the charge been successfully retorted upon monopolists, official, or otherwise?

Nay, further, has it not been clearly demonstrated, after the triumph of the injured class, that the people at large have proved by far the greatest gainers from the removal of any obstacle to freedom of thought, or action? The selfish men concerned are those who, contrary to the public interest, desire the continuance of any institution maintained at the public expense,—solely for their own advantage.

5. It is claimed that the Stationery Office, the Queen's Printing Offices, the Army and Navy Supply, and the Telegraph System in England, exist upon the same principle as that which justifies the Educational Depository. It seems scarcely necessary to insist that, in every case, the analogy is defective. As the argument, however, is a favourite one with the Officials of the Depository, and one upon which much stress is laid, I shall here reply to it at more length than I should otherwise have deemed necessary, although in doing so, I cover ground over which I have already gone in a Trade organ published by my Firm.

To begin with, the Stationery and Queen's Printing Offices are supplied by contract with the Trade, and are only under Government for the purpose of audit,—in both of which respects they differ from the Amateur Book-shop. The Apologist for the latter asserts that the Maps, etcetera are obtained by "tender,"—a statement which has no justification,* except by a disingenuous application of the word. You have only to refer to the Public Accounts, Sir, to satisfy yourself that no advertisement for Tenders is ever issued, and that the parties who take upon themselves the duties of constructing and reconstructing Maps, colouring and mounting them, are not troubled by the fear of successful competition.

The Post Office exists on grounds of public convenience and security, and does not interfere with any branch of Trade. The Army and Navy supply of Clothing, Arms, etcetera, is so gigantic in its proportions, that nothing short of a huge corporation could undertake the task satisfactorily. There are many reasons why the Government should choose the less of two evils, by taking the matter into its own hands. This step is not an interference with the legitimate Clothing Trade at all; but merely a dernier resort forced upon the War Department by the jobbery of large Contractors. Where individual Merchants can perform the work as well, or better, the Imperial Government acts upon the sound principle of non-interference. It does not compel the

*Tenders were asked for from Messieurs Copp, Clark & Company and Maclear and Company, and that of Copp, Clark & Company was accepted.

Officers to purchase uniforms from a Government slop-shop which can "undersell" the Army Tailor only by drawing upon the Treasury; and although a large sum is annually voted for Library purposes in both branches of the service, there is no Government Book concern. Moreover, the Under Secretary for War does not make perquisites in the Supply Department by cutting out coats; nor do any of his subordinates figure in the contingencies as engaged in the sewing on of regimental buttons. The work, after all, is done by Tailors, and not by Clerks. The clothing establishment is avowedly an experiment, and, to judge from the Army Estimates, a very costly and unsatisfactory one. Whether it will ultimately prove a failure, or not, is a matter of "selfish" interest to the British tax-payer; in either case it was not established on the "principle of the Educational Depository." The Telegraph Purchase is justified upon the same general ground as the Post Office, with the additional reason that in case of invasion, or other national emergency, it is important that so powerful an agency should be in the hands of the Government. Here again the parallel fails; and even if it were relevant, the monopolists should not conceal the fact that the first year of Departmental Telegraph management was rendered memorable chiefly by the misappropriation of funds to the amount of two millions sterling!

You will not fail to have observed, Sir, that, although the Imperial Government buys, or contracts, or even manufactures, it does not sell. Its stationery and printing are contracted for with the trades for the use of those in their employ and for no others. Even the Clothing Establishment, although it provides a prescribed style and quality of dress, under proper supervision, only furnishes the uniform to those in its pay,—those, in fact, who receive their clothing as part payment of wages. In short, the English system wants entirely the essential characteristics of the Educational Depository system, which comprise, amongst other things, an entire absence of supervision, and entire impunity from official peculation,* and entire ignorance of the Trade in which they are professedly engaged.

If the Educational Depository confined its operation to the supply of purely professional works for the information of Teachers, there would still be ground for complaint, because of the limited information regarding Books, which is a marked feature of the Department. Teachers themselves prefer to deal with the Bookseller in their neighbourhood, without any fear that he would prefer "commercial gain" to an honest recommendation of the best Books on scholastic work; because they know that the Bookseller's business is in a great degree dependent upon the extent of his knowledge of Books, and upon his honesty in recommending the best and most suitable to the wants of his customer. The analogies suggested by the Department fail from every point of view. They profess, by dipping their hands into the public funds, not only to supply their Employés proper with the necessary equipment for the duty the State pays them to perform, but to provide also, in addition to School Libraries, for "Free Public Lending Libraries," for "a Library for any Public Institution, for the use of the Inmates, or in the County Jail, for the use of the Prisoners." To which may be added Sunday School and Church Libraries, for the supply of which they also put forth a deceptive bid. Perhaps they will reconcile the statement that they only supply the Schools for which they provide Teachers, with the fact that they endeavour to intrude with a bribe upon Institutions unconnected with Public, or High, Schools.

It is easy to furnish the parallel they have vainly sought in Provincial and Imperial establishments. Let us suppose that the Law Society, the Medical Board, or the Medical Schools, were to take up the ground that, having trained those who fill the ranks of

*The Writer omits tostate that a Select Committee of the House of Assembly made a full personal inquiry into the details of the Education Department in 1869, and its subcommittee made an equally minute inquiry into the operations of the Educational Depository. In regard to the latter, its report to the House of Assembly was to the effect that it had "made a thorough investigation of the Depository Branch, and find that the existing arrange-"ments for purchasing stock are satisfactory, and well fitted for securing the same on the most favorable terms. "The mode of disposing of the Books is equally satisfactory."

"The Committee also stated "that the system adopted by the Department is of so thorough and complete a "character that no funds can by any possibility be received without being chequed by proper officers, whose several "duties require them to make entries in various Books, through which every item can readily be traced." See page 31 of the Twenty-first Volume of this Documentary History.

their respective professions, they ought to supply every Lawyer and every Doctor with the soundest and most recent learning on technical subjects, and further to offer them inducements,—from the public funds,—to make purchases from a Law, or Medical Book Depository,—what would the Professions and the public say to it? We must cover the ground by the further supposition that, not content with asserting this claim, these Institutions desired to monopolize likewise the Book-purchases of the Clients and Patients of those they had licensed to practise in Law and Medicine. This is, of course, a *reductio ad absurdum;* but if you consider that the Educational Depository does not confine its trading to its own Officials, even including the Teachers, but stretches it so far as to embrace all the Ratepayers and their children, whenever they are united for a general Municipal purpose, I think you will admit that the parallel is complete.

From a consideration of the pleas offered in defence of the Educational Depository, I proceed to the positive side of the argument. The objections I propose to urge upon your attention will naturally arrange themselves under two heads,—the economical, strictly so called, and the commercial aspects of the subject.

It seems scarcely necessary to insist at any length upon the fact that "the principle of the Educational Depository" is diametrically opposed to the maxims of Political Economy. The one favours the obsolete paternal system; the other reprobates and has well nigh destroyed it. The one defends official "meddling and muddling;" the other plants itself upon the sound principle of non-interference. The one would cripple individual enterprise by trading with public money; the other would leave it to the free play of demand and supply. The one preaches monopoly, the other open competition. At all points there is uncompromising antagonism. From Adam Smith to John Stuart Mill, the economists are unanimously in favour of the view for which I am contending. A few quotations on the subject will, therefore, suffice.

(*a*) The general principle of non-interference:—

"It cannot, however, be too strongly, or too often, impressed upon those in authority, that non-interference ought to be the leading principle of their policy, and interference the exception only; that, in all ordinary cases, individuals should be left to shape their conduct according to their own judgment and discretion; and that no interference should ever be made on any speculative, or doubtful, grounds, but only when its necessity is apparent, or when it can be clearly made out that it will be productive of public advantage. The maxim *pas trop gouverner* should never be absent from the recollection of Legislators or Ministers. Whenever they set to regulating, they are treading a path encompassed with difficulties; and while they advance with extreme caution, they should be ready to stop the moment they do not see the way clearly before them and are not urgently impelled, by a sense of public duty, to go forward."—B. G. McCulloch.

(*b*) The folly of Government production and trading:—

"A Government must act by deputy, by the intermediate agency of a set of people, whose interest is in direct opposition to its own; and they will, of course, attend to their own in preference. If it be so circumstanced as to be invariably cheated in its bargains, there is no need to multiply the opportunities of fraud by engaging itself in production and adventure; that is to say, embarking in concerns that must infinitely multiply the occasions of bargaining with individuals."—Jean Baptiste Say.

(*c*) General economical objections:—

"The great majority of things are worse done by the intervention of Government, than the individuals most interested in the matter would do them, or cause them to be done, if left to themselves. The grounds of this truth are expressed with tolerable exactness in the popular dictum, that people understand their own business and their own interests better, and care for them more, than the Government does, or can be expected to do. This maxim holds good throughout the greatest part of the business of life, and wherever it is true we ought to condemn every kind of Government intervention that conflicts with it. The inferiority of Government agency, for example, in any of the common operations of industry, or commerce, is proved by the fact, that it is hardly ever able to maintain itself in equal competition with individual agency, where the individuals possess the requisite degree of industrial enterprise and can command the necessary assemblage of means. It is evident that Government, by excluding or even superseding, individual agency, either substitutes a less qualified instrumentality for one better qualified, or at any rate substitutes its own mode of accomplishing the work, for all the variety of modes which would be tried by a

number of equally qualified Persons aiming at the same end; a competition by many degrees more propitious to improvement than any uniformity of system."—J. S. Mill.

Passing from the economists let me mention the names of the Lord Bishop of Manchester, Mr. Goldwin Smith, and Mr. Herbert Spencer,—all of whom have spoken with equal emphasis on the subject. I cannot resist the temptation to quote Mr. Spencer's words:—

"In those modes of thought we have been contemplating, there is a tacit supposition that a Government moulded by themselves, has some efficiency beyond that naturally possessed by a certain group of citizens. True, if you ask them, they may not deliberately assert that a legislative and administrative apparatus can exert power, either mental, or material, beyond the power proceeding from the nation itself. They are compelled to admit, when cross-examined, that the energies moving a governmental machine are energies which would cease were citizens to cease working and furnishing the supplies. But nevertheless, their projects imply an unexpressed belief in some store of force that is not measured by taxes. When there arises the question,—Why does not Government do this for us? there is not the accompanying thought,—Why does not Government put its hands in our pockets, and, with the proceeds, pay officials to do this, instead of leaving us to do it ourselves? but the accompanying thought is,—Why does not Government, out of its inexhaustible resources, yield us this benefit?"—The Study of Sociology, Chapter I.

The Educational Depository is an attempt to carry the fallacy which Mr. Spencer exposes into active operation; for it gives a favourable answer to the requests of the ignorant, or unreflecting. One more point, Sir, and I leave this branch of the subject. Whatever may be thought of the demand for protection to native industry, there is one principle which no one will dispute,—that Government ought not to discriminate against any native enterprise. Yet that is exactly what it does, so long as the Educational Depository is maintained, so that at present the Canadian Book Trade enjoys the expensive luxury of being the only branch of business which the people are "protected against." Here only is individual energy directly discouraged by the expenditure of public money. Do you think, Sir, we have no cause of complaint?

I pass now to the facts connected with the business aspect of the question. If any one acquainted with public institutions, were asked for the best Canadian illustration of that great principle of the Circumlocution Office,—"How not to do it," he would single out the Educational Depository without a moment's hesitation. If a young man about to enter upon a mercantile life desires to know how business ought not to be conducted, he should be referred to the same Institution. To use the words of Junius, it may be offered as a "negative instruction" to the commercial world,—"not a pattern to imitate, but an example to deter." The Educational Depository is, in short, a notable illustration of the truth insisted on by the economists,—that when Government Departments transcend their proper functions, and undertake work for which they are unfitted, the inevitable results are,—inefficiency, extravagence, and public loss.* There are, of course, exceptions to most general rules, and the Officials claim that the Book-bureau is one of these. They even protest their willingness to be judged by ordinary business tests. Be it so; let them be examined upon the ground they have chosen for themselves.

By a confusion in thought, natural under the circumstances, these Gentlemen appear to imagine that a respectable education and a general acquaintance with Books are the sole requisites for a successful prosecution of the Book Trade. They fail to distinguish between the educational value of Books and their treatment as a commercial commodity,—much as a man would do, who, having drunk tea for many years, should imagine himself fully equipped with a knowledge of the Grocery trade. It is quite true that the better a man is educated, and the more extensive his range of reading, the more likely he is to succeed in a trade like ours; but the highest intellect, polished by the finest culture, would be of little avail if it were not united with what I may be permitted to call business intelligence. How far the authorities of the Book-shop possess this qualification, I shall proceed to show.

* See Report of the House of Assembly in refutation of this statement on this subject on pages 30-32 of the Twenty-First Volume of this Documentary History.

During the past fifteen years the Book Trade has been passing into a new phase of existence. Slowly and silently, amidst many discouragements, it has extended its ramifications into every part of the Dominion. The Canadian market, which English Publishers used to despise, is regularly visited by many of the British Publishers, while representatives of the native importing houses are annually to be found in the London markets.* Hence the relations subsisting between English and Canadian Houses are as intimate as those between London, or Edinburgh, and any provincial Town. The result has been the introduction and circulation here of the best and latest products of English thought,—the cultivation of a literary taste,—and the birth of something like a national literature. The part which the Bookseller has taken in this intellectual revolution has scarcely been less important than that of the professional instructor. The duty of studying the progress both of intellectual work abroad and of literary needs at home, as well as the task of drawing upon the one and stimulating the other, has been mainly performed by members of the Book Trade. In the selection of private and public Libraries, in the recommendation of the best works, in the preparation of periodic lists and Catalogues of such, and frequently in the re-publication, at great cost and often without the hope of any adequate return, of the higher literature of Britain, the work of the Bookseller has been, in every way, a public advantage. Yet, as if to show their utter ignorance of the extent of the Trade and the amount of enterprise and labour expended upon it, the Educational Depository Officials tell us that they themselves "have largely developed it!"

Let us now investigate the Educational Depository system of carrying on the business, first in the matter of purchase, then that of sale. The Officials have but little direct dealings with the great Publishers of England; they are by no means currently *en rapport* with them; and they have scarcely any personal business contact with their Houses. They purchase mainly through what M. Say deprecates under the name of "an intermediate agency,"—a commission merchant, in fact, who knows little of the Books purchased, or of the wants of the Country to which he sends them.† He ships them off as so much merchandize, with a view to the percentage, just as he does the plate-glass, frames, and Stationery he provides for the Department. In this manner the shelves of the Educational Depository are furnished with "a sound and varied" supply of Books.

The Educational Depository Book-shop cannot, of course, sell what it has not got. Consequently, if a large portion of its stock consists of what is mainly purchased at second-hand, and by an inexperienced buyer, the Corporations purchasing here must suffer, and must necessarily often be dissatisfied. Complaints, loud, frequent, and from many quarters, are often heard of the rubbish sent in response to orders.‡ The "selection," where the Purchasers are not wise enough to insist upon a choice, seems to be "the nearest to hand," and no doubt taken from the biggest pile. It is within my knowledge that School Authorities have, in some cases, brought the worthless stock to local Booksellers that it might, if possible, be exchanged for something better. It is true that, in the first instance, Municipalities may order such Books as are in the 1868 Catalogue by name; but if they are "not in stock," the Clerks "select;" if these are returned, they again "select," and so on to the end of the chapter. Money once remitted, however, is never returned. In this manner the Educational Depository circulates "a sound and varied" supply of Books.

It is asserted that the Educational Depository is "a paying concern,"—a statement hardly credible in the face of facts detailed in the Public Accounts, although, were

* I more than once visited London for the very purpose of making special arrangements with new firms, and of revising those with the old firms, for the supply, at the cheapest rates, of the Educational Depository with Books, Maps and Apparatus.

† This is an entire misstatement. Every order sent to England for "Stock" was written by myself, and sent direct to the parties concerned, and not through our Shipper there. These parties regularly send me their Catalogues, as issued, and from them I make out my orders.

‡ Not a single one of these so-called "complaints" ever reached the Education Department. The messages received by it from Trustees and Teachers on receipt of Books, were invariably quite the reverse. For these expressions, see pages 167-169 of the Twenty-second Volume of this Documentary History.

the statement true, it would be nothing to boast of, considering that the Institution has always been permitted to draw, without check, or audit, on the public purse.* The system of departmental Book-keeping is so elastic that, for aught I know, their assertion may be susceptible of quasi proof. It may be that the result of my calculations may not agree with the balancing-feats of Officials, to whom such items as rent, taxes, interest on, and depreciation of, Stock, margin for bad debts, losses on publication account, etcetera, are visionary charges which never disturb the serenity of the amateur Shop-keeper. However, having ventured, as an exponent of the grievance of which the Trade complains, to investigate the subject, I must be permitted to do it in my own way. It is possible that I do not fully appreciate the mental strain which results from the overwhelming burdens duty and conscience impose upon our zealous Officials, yet I cannot help thinking that the Educational Depository would be all the better for a little less of pretension, and a little more of thrift. In the public interest, at all events, it is obviously expedient that a Department which, in all its branches, annually disposes of nearly half a million of public money, should be subject to a more searching supervision than that of its Administrative Chief.

Let me now call your attention, Sir, to the figures which represent the respective earnings and expenses of the Educational Depository for the past few years,—not to go back to the "good old times,"—the halcyon days, when no Local Government existed to disturb the tranquility of official repose. I take the earnings first. The receipts from sales of Library and Prize Books, Maps, Apparatus, etcetera, were as follows:—

1870	$22,275 54
1871	24,770 76
1872	33,824 28

The expenses, covering Salaries and Contingencies for the same years, were:—

1870	$4,483 27
1871	4,975 00
1872	5,955 95

It is proper to state that the sums under the first of these heads do not represent the entire business of the Education Depository, because they do not represent the annual outlay by the Province for the purchases of the Bureau.

The difference, which does not affect the calculation I desire to make of the relative cost and earnings of the Depository, is accounted for by the loss incurred in the 100 per cent. Grant to purchasers. The figures are the proper gross earnings, and against them we must set the gross expenses of management, etcetera, which, as they stand above, are evidently twenty per cent. of the Receipts. The sums in the several years are made up (1) of the Salaries of a Clerk of Libraries, and nine other Clerks and Messengers to handle a business of say $25,000; together with, (2), the Contingencies. Yet, astounding as such an expenditure appears, there are other items which ought to be added:—Rent, or interest, on the capital sunk in the premises occupied, lighting, interest on capital invested, losses by depreciation of stock, Taxes and Insurance, besides a proportion of the Salaries of the Deputy Superintendent for supervision and management, of the Departmental Accountant for services exacted from him, and of the Clerks of Records and Correspondence who are also pressed into the service. These various items would absorb fully $2,000 additional every year, properly chargeable to the Educational Depository as expenses,—making a total of twenty-five per cent. of the gross earnings! The Province is to be congratulated on the fact that, in return for an expenditure so disproportionate to the receipts that it would overwhelm any business man in hopeless bankruptcy, we have that priceless boon,—a moral and literary censorship.

* In refutation of this statement, see the Report of the skilled Banker and Accountant, which Mr. Crooks employed to enquire into the operation of the Educational Depository from its inception in 1850 to 1875, inclusive on page 193 of the Tenth Volume of this Documentary History.

Permit me now, Sir, to show you how carefully the Educational Depository caters for "private interests," and how favourably "the martyrs for a cause" contrast with the "few Booksellers whose only object is gain" in assailing the Bureau. In the Departmental Report for 1869 the Chief Superintendent naively informs us that "in the preparation of Maps, there was no one connected with the Department who could either engrave, or print, or frame, them. I, therefore, got most of them coloured by skilful Persons in the families of Gentlemen connected with the Department." This singularly fortunate, perhaps I ought to say fortuitous, discovery of native talent was certainly worthy of "Happy Thought Hall." Speaking of the Clerk of Libraries, the Chief Superintendent says: "His talents are highly versatile and of a peculiar kind." It is satisfactory to find from the Public Accounts that this handy Official has not concealed his light under a bushel. During the last ten years, or more, he has received, in addition to his Salary, of $1,200 per annum, an average of $600 [by Members of his Family], for colouring maps, etcetera, on the basis of an estimate by Messieurs Maclear and Company, so far back as 1863. The estimate has never been revised since, nor has the Map colouring been submitted to public tender for ten years. Whilst upon this subject I may mention that, during the same period the Map mounting and engraving, on which thousands of dollars are annually expended, have never been subject to public competition.

Ascending higher in the scale of this comfortable branch of the Civil Service, the Deputy Superintendent has managed, during the past three years to supplement his two Salaries,—as Deputy and Editor of the *Journal*,—by an annual sum of $600 for reconstructing Maps and colouring done by Members of his Family.—making altogether the handsome total of $3,200 per annum.

Full play is not given to the versatility of the Deputy in these degenerate times; let me attempt, therefore, to do him justice by cataloguing a few of the flowers "that bloomed for him in happier days." In 1864, $1,400, as back pay, for seven years "management and making purchases for the Educational Depository at the rate of $200 per year;" $400 annually for editing and conducting the *Journal of Education*; $100 per year as Recording Clerk to the Council of Public Instruction; $100 per year as Lecturer on School Law; besides intermittent charges of a respectable amount for such services as the following:—Construction and Revision of Maps, for Colouring the same, for Editing Grammar and Common School Manuals, for Revising Tablet Sheet Lessons for the Printer, for preparing Merit Cards for the Lithographer, etcetera. Indeed, so numerous and miscellaneous are the services for which the Deputy Superintendent has drawn upon the Educational Depository, that his Salary seems to have constituted an inferior source of income. The "retainer," it is true, was large; but the periodical "refreshers" have been the main stay of this disinterested public Officer.* The long list of perquisites above noted has been unmercifully dealt with, and as no publisher is likely, in future, to purchase the copyright of an Official's Text Books with the prospect of finding them afterwards claimed as an asset of the Department, that spring of revenue has also been dried up. Perhaps it would be unjust to assume that the abandonment of some of the Salaries received by the pluralist has been occasioned by outside pressure. It may, after all, have been due to the inward promptings of a sensitive nature,—so that, like the Teacher, whose act of restitution was announced through the daily press a few weeks since, the Deputy has surrendered some of his good things for conscience' sake.

Another remarkable feature in the management of the Educational Depository is the manner in which its patronage is bestowed. I cannot say distributed. Having the public purse at their command and no fear of audit before their eyes,† the Officials,

* The Writer here omits to state that these special grants were authorized by the Government to make up for the loss of four hundred dollars a year, which Doctor Hodgins sustained in consequence of objection being made in 1869 in the House of Assembly to his receiving his official salary from more than one source.

† The Writer here again omits to state that every single payment made on behalf of the Educational Depository for any purpose whatever, salary allowance, or otherwise, is reported to, and is duly audited by Mr. Langton, the Provincial Auditor.

here, as elsewhere, distribute their favours to the most friendly and accommodating of their acquaintances. We are not surprised to find a family compact without, as well as within, the walls of the Institution. Passing over the very considerable item of $11,000 paid during the last three years to [Mr. John Carter], a protege of the Department, for Map-mounting, without previous advertisement for tenders, we come to a choice illustration of the Depository system of doing business. As there are families "of Gentlemen connected with the Department," who can construct and colour Maps, so, by a very fortunate coincidence, there are several branches of a family outside, in which the Department has happily discovered a similar combination of "versatile" ability. During the last three years, according to the Public Accounts, some $16,000 found their way into the pockets of this family. One of them, though only a Printer in the British metropolis, could select and purchase Books, Stationery, Frames and Plate Glass; he is Commission Agent and Forward-General to the Depository. Then there is another employed in furnishing the Museum and Library with their commodities; and a third whose peculiar gifts lie in supplying all manner of Instruments, Mathematical, or otherwise, Brass-rods, Brackets, etcetera, upon which two, or more, commissions must necessarily have been paid. It should be noted here that the favourite of this happy trio who is engaged as English Commissioner, judging from the character of his shipments and the prices at which the goods are bought, must lack qualification for his responsible duties, yet he, doubtless, is paid his margin on them, and his appointment places the Bureau at a distinct disadvantage as compared with the Trade. I may add that this Agent is also permitted to export Stationery for the special uses of the Depository and Education Office, contrary, I believe, to the rule of the Treasury Department, which requires that all Stationery in Government Offices shall be obtained from the Office of the Queen's Printer. There are other disbursements of this irresponsible Bureau, showing undue preference in the disposal of patronage, which are very frequently to be met with in the Departmental charges of the Public Accounts. I refer to the items under Painting, Glazing, Plastering, Plumbing, to an extravagant and apparently needless extent,—to say nothing of Printing, etcetera, beyond all bounds and reason. In the last of these, especially, the abuse of official privilege is notorious.* Not content with the publication of the Chief Superintendent's Annual Report of over 300 pages, and of which, I believe, some 7,000 copies are printed,—in itself a piece of useless extravagance,—the Department has felt itself entitled to send to print anything that comes in its head,—Correspondence, apologies and defences innumerable. No sooner does the fit seize the Officials, than they immediately rush into print, without regard to cost. They do not pay for it, of course; it is only an expensive amusement provided for out of the pockets of the people. So far as the Educational Depository is concerned, a first step in its reformation,—if it be not idle to talk of reforming an Institution whose very existence is indefensible,—is the abolition of contingencies to Officials, the abolition of nepotism, the establishment of public competition by sealed tender for all important works, or extensive purchases under its control, and some direct Governmental supervision over all its expenditures.†

Having thus briefly surveyed the business aspect of the Educational Depository, without by any means exhausting the theme, I desire to impress upon your mind two considerations which may possibly be lost sight of. The one is that one hundred per cent. Grant may be continued, although the Depository should be abolished; the other,—that the existence of the Depository has nothing to do with the Council's supervision over the selection of Books and Maps,—which could be maintained equally well, if not better, without it. It is the policy of Officias to confuse the public mind by ignoring the distinction between Government aid and supervision on the one hand, and amateur Book-selling on the other. There is, in fact, no necessary connection between them.

* The Writer here again omits to state that these commissions, or orders, sent to England by the Department are sent by authority of the Government.

† Again the Writer omits to state that expenditures of all kinds of the Department and its Depository are duly reported to, and are audited by Mr. Langton, the Provincial Auditor.

It may be well, Sir, to sum up here the ground I have traversed in this Letter. In the first place I endeavoured to meet and controvert the pleas urged in behalf of the Educational Depository,—a task, I call to mind, my Predecessor in business, so long ago as 1859, was able to accomplish The claims put forth, of moral and intellectual superiority,—absurd as they are in themselves,—were shown to have no bearing on the question. Ignorant selection, as well as the supposed danger to public morality are both guarded against by required sanction of all Books by the Council of Public Instruction. The opinions of the Inspectors, so far as they approved of the system, were confined to an earnest plea in favour of the 100 per cent. Grant. On the other hand, the American opinions, based upon a state of society of which we have no experience, were testimonials in favour of Government supervision, not of Government Bookselling. I then proceeded to show that the Educational Depository is a monopoly, and that if, as they allege, they have not seriously injured the Book Trade, it has been from want of power, and not from want of will. The claim to provide Prize and Library Books on the plea that the Department had trained the Teachers, was met by an examination of the precedents adduced by the Officials,—all of which were obviously irrelevant. Taking up the positive side of the argument, I demonstrated the fact that "the principle of the Educational Depository" is untenable on economical, or philosophic, grounds Having thus proved that it was theoretically indefensible, I proceeded to show its failure in practice. The business view included a brief survey of the purchasing agency,—incapable, careless and extravagant;* the system of sale, inefficient and unsatisfactory; the disproportionate amount of expenditure: the exorbitant remuneration of Officials, not so much by actual Salary, as by a system of pickings at the public expense;† and finally, the disbursement of immense sums of money to favourites for work done and purchases made, which ought, on every principle of sound business management, to be submitted to public competition.

I trust, Sir, that after the earnest consideration which I am sure you will devote to the subject, you will agree with me that the Book Depository ought to be at once abolished. It has outlived its usefulness, and, like all effete Institutions, has become an incubus upon the Department; inefficient in itself, it causes inefficiency in the whole system; carelessness and jobbing here are spreading by contagion throughout the Department. It is at once a burden on the public, a hindrance to the Trade, and a reproach to the admirable system of Government established in the Province. All this you will probably admit, and yet you may not feel justified in taking so radical a step at once. In that case, I respectfully offer the following suggestions:—

1. That the supply of Books and Maps shall be thrown open to the Trade on the terms at present enjoyed and monopolized by the Educational Depository.

2. That it be made the duty of the Department to publish yearly a Catalogue of all Books and Maps sanctioned by the Council, with supplementary lists monthly, or quarterly, during the year, and with such prices affixed as will not prevent the Trade competing with the Depository.

3. That the Council of Public Instruction be entirely remodelled and its proceedings published, including the yeas and nays on any controverted question.

4. That during the provisional maintenance of the Educational Depository, the entire system of Engraving, Book-purchasing, Book-selling, Map-colouring, Mounting, etcetera, together with all important matters of work, or purchase, shall be exchanged for that of public competition by sealed tender.

5. That, with a view to a better supervision of the entire Department, the Education Office, the present state of the stock in the Educational Depository, and all other matters connected with the Bureau, be immediately made the subject of a search-

*This wholesale denunciation is made without the slightest shadow of proof, and is contrary to the very facts of the case, as no such thing as a "purchasing agent" exists, or is employed.

†One would suppose from this statement that the Government exercised no judgment or discretion in this matter, or even authorized the payments in question, or required that every payment made on behalf of the Depository should be audited by Mr. Langton, the Provincial Auditor.

ing Governmental inquiry, and be submitted hereafter to periodical Government inspection.

In conclusion, Sir, I beg to thank you for the opportunity afforded me of expressing the views of the Trade. Relying upon your aid in reforming a great abuse, and redressing a great wrong, and apologizing for the extreme length of this Communication.

G. MERCER ADAM, (Firm of Adam, Stevenson and Company).

TORONTO, 31st January, 1874.

CHAPTER V.

SPECIAL REPLIES BY THE CHIEF SUPERINTENDENT OF EDUCATION, AND BY THE DEPUTY SUPERINTENDENT, TO MR. G. M. ADAM'S ATTACK ON THE EDUCATIONAL DEPOSITORY, 1874.

I. THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

I have just read a Pamphlet of twenty-four pages, being a Letter addressed to you by Mr. G. Mercer Adam, a Bookseller in this City, and entitled "Reform in the Education Office;" "The Educational Book Depository,"—a Pamphlet replete with the grossest misrepresentations against the Education Department, and rank with numerous attacks upon the character of several gentlemen connected with it.

2. Had Mr. G. M. Adam's object been the public good, and not private gain, he would have published his Pamphlet weeks ago, when his charges could have been investigated by competent authority before the Meeting of the Legislature, and, instead of waiting until the midst of the Session, when the very subjects which he misrepresents are under the consideration of the Legislature, and when, as he of course intended, the accused would have no opportunity to refute his false statements But I much mistake, Sir, your own sense of fairness and public duty, as well as that of the Members of the Legislative Assembly of all parties, if the important matters of the Education Department are to be dealt with under the influence of downright misrepresentations, without an opportunity being afforded to vindicate the character of honourable Servants of the public, impugned, and to justify the wisdom and importance of a feature of our System of Public Instruction which constitutes a prominent characteristic of its superior excellence and efficiency.

3. If, Sir, sustained by the public and aided by all parties in successive Parliaments for thirty years, I have been enabled to devise and develop a system of public instruction, not only valued by the people of this Country, but more or less copied in every British Province of America and Australia, and in England itself, I do not believe our Legislature will maim, much less destroy, a vital part of it without enquiry and deliberation. Nor can I even suspect that any considerable portion of my fellow countrymen will regard me as a fool, or a knave, and an enemy to my Country in one department of our School System, when my very Assailants admit that I have done good service to the public in other departments of it. As well may it be alleged that the Educational Depository has outlived its necessity and usefulness; and I avow my profoundest conviction, strengthened by experience, observation and intercourse with Educationists, at home and abroad, that apart from the infancy, or age, of our Country, or of its School System, but from the nature of the work to be done and relations and duties of the parties engaged in it, that the Educational Depository is as essential to the complete effectiveness of our School System, as the right arm is essential to an effective man. Mr. G. M. Adam adduces from Writers on political economy and sociology,

quotations which have no more application to the subject of the Educational Depository than star-gazing has to Agriculture. He applies to the Depository the terms, "inefficiency, extravagance, and public loss." On the contrary I am prepared to demonstrate before any Parliamentary Committee by all the evidence that the nature of the subject will admit, that the Depository both in theory and practice, is justified upon the grounds of efficiency, economy and the public good.

4. Mr. G. M. Adam's Pamphlet of unsupported assertions and calumnious imputations, might be met by simple denial and demand for investigation, but I will first adduce two, or three, specimens which will exhibit his inner man, as his Pamphlet shows his outer man.

5. He charges the Education Department again and again with purchasing Books through an "intermediate agency," "a commission Merchant in fact," and says that the "stock is mainly purchased at second-hand, and by an inexperienced buyer." Not only are these statements without the shadow of truth, but I will show that Mr. G. M. Adam himself sought for this very intermediate agency, and to be "a commission Merchant in fact," for the Department; that he sought unsuccessfully to induce the Department to do the very thing with which he now charges it. If he had succeeded we would have had a Letter of praise instead of calumny; but, as he was unsuccessful, he assails us bitterly, and becomes a patriot, as many a disappointed office and contract-seeker does, and patriotically assails the Government that has rejected his applications. I have some fifteen Letters of Correspondence, extending from September, 1872, to September, 1873, between Mr. G. M. Adam and his firm and this Department, on the purchase of English Books through their House, as the "intermediate agency," but I will confine myself to extracts from two, or three, of these Letters. In a Letter dated September 30th, 1872, Messrs. Adam & Co. say:—

"We are now in receipt of our new stocks, our Mr. Adam's personal purchases in Britain this Summer, and we take the liberty of bringing to your notice the accompanying selection of samples, representing various lines in our fall stock, which we shall have full supplies of, and will be able to execute at advantageous terms.

"Our stock will be drawn from over a hundred leading British Publishers, and will embrace the choice and important publications of all the prominent Houses. We enclose memo. of the samples sent you on approval at net rates for quantities, and we shall be pleased to receive your further favours. There are many special lines, besides, which we should be glad to bring to your notice,—in educational, professional, and general literature,—if you would do us the honour to call and run over our stock; or, if more convenient, the Writer will be glad to confer with you at your Department in regard to them."

6. In a Letter dated the 3rd of October, 1872, Messieurs G. M. Adam and Company, after mentioning numerous Books and their prices, say:—

"A few only are remainders, and are quoted low, but the bulk are specimens of current and fresh stock, which is constantly being turned over. The publications of the House of John Murray, London, we can now sell at advantageous rates,—a list of some of Smith's educational works we enclose, from which we can give you —— discount. Messieurs Longman's Books also we should endeavour to quote at same discount,—net for cash. The Books in bindings at —— off net; and in general, from the retail price now ruling, of all English stock we will give you supplies at —— off the sterling prices laid down, but not subject to any cash discount further."

7. Last Autumn, September 18th, 1873, Mr. G. M. Adam addressed the following Letter to Doctor Hodgins:—

"I have just returned from England, and find the stock now arriving I personally selected there. It occurs to me there are a few lines you would like to see, I pick up a few at random and send them herewith with quotations. If you could make it convenient to drop in and run over the wareroom, you might alight on some stock which we can sell advantageously. Every steamer will bring us further shipments, and I will proceed to prepare a Catalogue and send you a copy at an early day.

"Can you use more of Doctor Punshon's Lectures, and 'Toronto of Old,' etcetera, than formerly?"

8. To the above Letter Doctor Hodgins replied as follows:—

"In reply to your Letter of the 18th instant, I have the honour to thank you for your attention, and to state that, as we are in communication with the English Pub-

lishers ourselves, we are not in a position to order Books except from them direct. Our invariable rule is to order only from the individual Publishers, unless in rare and special cases.

"To avoid any inconvenience, we shall be happy to keep the Books which you have sent, and will thank you for an invoice of them in duplicate.

"Toronto, 25th September, 1873. "J. George Hodgins, Deputy Superintendent."

9. Mr. G. M. Adam, however, was not willing to abandon his suit, but resumed it again in the following Letter:—

"I have the honour to acknowledge the receipt of your favour of to-day, and to thank you for the same. The very advantageous terms secured by us in our dealings with the English Publishers I feel sure will enable our making your quotations for British stock as satisfactory as those of your direct importations, while the supplies can be had on call. Perhaps, however, a call upon us at our warerooms, when convenient, will indicate this more clearly. Meantime, to your request, we hand you invoice of recent consignment, and that of a small one in July. We shall take the liberty of submitting you our forthcoming Catalogue at an early day.

"Toronto, 25th September, 1873. "G. Mercer Adam, For A. S. & Co."

10. It is perfectly clear from the foregoing extracts of Correspondence, that Mr. G. M. Adam sought persistently to become the "intermediate agency," the "commission Merchant in fact," between the Education Department and the English Book Publishers. Had he succeeded there would have been no Pamphlet against the Department, as it would soon have become dependent on Mr. Adam's generosity; and he would soon have become the "commission Merchant in fact," for Booksellers generally, and at length be able, with a little Toronto "ring" to rule the prices of Books in Ontario, to increase them at his pleasure, at the expense of the School Authorities and all other Book Purchasers. But Mr. Adam having failed in his policy, now charges the Department, without a particle of proof, with doing what he sought in vain to make it do, and what he knew it had not done from the evidence of his own experience and Doctor Hodgins' Letter above quoted, and which was in his possession.

11. I may add that there are Persons connected with the Education Department who have had longer experience in the purchase of Books than Mr. Adam himself, and know too much of the business to be deceived, or seduced, by this plausible sharp Tradesman's offers and representations.

12. Then "in the matter of Text Books," Mr. G. M. Adam speaks of our Text Books as "unsuitable," "for the most part worthless," while "such valuable series of educational works, as those from the British Publishing Houses of Macmillan, Longman, Rivington, Cassell, Nelson and Collins, are excluded, so that the inferior and untrustworthy productions of Officials may be forced upon the Schools."

13. The untruth of Mr. G. M. Adam's statement may be judged of, when it is known that our series of Readers and list of Text Books were prepared by such men as the Reverend Doctors McCaul, Ormiston, Dean Grasett, and others, with all the Text Books mentioned by Mr. Adam before them, and a great many others issued by School Book Publishers, both in Great Britain and the United States; that all the other Text Books were revised, or recommended, by them, and sanctioned by the Council of Public Instruction, in the adoption, publication, and sale of which not an "Official" of the Department has a farthing's personal interest.*

14. But supposing, as Mr. G. M. Adam advocates, the various English Text Books mentioned by him were authorized as our School Text Books, what absence of all classification and uniformity in our Schools, and what enormous expenses to Parents would have been the result, besides inconvenience to Teachers and children, by the introduction of these various English books! Mr. Adam would, of course, profit largely by the importation and sale of such Books, but there would be more than a corresponding loss to the purchasers of such Books and the Schools using them, and a corresponding

* Even in the case of the Arithmetic, Grammars and Geographies, the copyright of these Books are the property of the Council of Public Instruction, and no "Official" has the slightest personal interest in them, or their sale.

discouragement and loss in the Canadian manufacture and adaptation of our Text Books. I am confident that our Canadian School Text Books will favourably compare, in the judgment of competent and impartial Persons, in the matter and adaptation, to any of the Text Books mentioned by Mr. G. M. Adam, apart from their greater cheapness, and being the productions of our own Country.

TORONTO, February, 1874. EGERTON RYERSON.

II. THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

I now proceed to notice the more serious and specific charges of Mr. G. M. Adam against the Education Department, its work and its Officers.

1. Mr. G. M. Adam speaks as contemptuously of the *Journal of Education* as he does of the Canadian School Text Books, and, of course, for the same reasons. On this point I have to make three remarks. 1. I established, edited, and published it, and paid all deficiencies as to receipts for defraying the expenses of it myself for six years; when I informed the Government that I should not continue it unless the Legislature would provide for its publication, so as to furnish School Corporations and other School Officers with a copy to assist them in their duties, and in the management of the Schools. 2. Besides making the *Journal of Education* the medium of all Official Circulars, notices and School intelligence, I have thought it best to make it the depository and medium of the most interesting educational intelligence from other Countries, and of the best thoughts of the best educational Writers, selected and compressed from various Books, Reports and Educational Periodicals published in Europe and America, and not to fill its pages with long prosy papers purporting to be original, but interesting chiefly to the Writers themselves; much less have I made it the medium of controversy, even for the vindication of myself from any of the various attacks made upon me. In this the *Journal* has been regarded as a valuable treasury of useful knowledge in educational matters by Gentlemen abroad as well as at home, whose opinions are worth a hundred times more than those of Mr. G. M. Adam, even if he were not an interested and prejudiced party. The late Chief Justice Bovill said once on the Bench that he could less do without a weekly paper called *Public Opinion*, than any other Newspaper in England; yet *Public Opinion* like the *Journal of Education*, consists of selections from the public press of Europe and America, with summaries of news, notices, and very brief Letters on particular subjects. 3. Were the *Journal of Education* to be made what Mr. G. M. Adam indicates, its pages would be largely filled with as frothy and worthless articles as those with which so many pages of Mr. G. M. Adam's *Canadian Monthly* are crammed, besides its diatribes against the Education Department,—a singular illustration of Mr. G. M. Adam's notion of the office and dignity of a monthly publication which was to have soared above the regions of political parties themselves, and to have been an impartial expounder of the first principles of Government and patriotism, but which has strangely degenerated down to the poor twaddle of silly tales, the quagmire of ignoble partizanship, and the selfish purposes of a sharp Bookseller's speculation.

2. Mr. G. M. Adam charges the Accounts of the Education Department with having been so "manipulated that it is impossible for any body of men not in possession of the secrets of the Office, to verify, or dispute them." My answer to this base omputation is, 1. That there are no "secrets of the office;" every Book and every Account is open to every Member of the Government, and every Member of the Legislature who desires to examine them. 2. That Mr. Alexander Marling, the Chief Accountant of the Department, is, I believe, second to no other man in Canada, in his profession, and is incapable of doing a dishonourable thing. Mr. Marling may well challenge the minutest inquiry by any Committee of the Legislative Assembly, or any other competent body of men, and bid defiance to the Author of the unmanly and unprincipled

stab that Mr. G. M. Adam has sought to inflict upon his integrity and character.*

3. That, in answer to a similar charge against the Department some years ago, the Legislative Assembly appointed a large Committee to examine into the working of the Education Department. That Committee appointed a sub-Committee, of which the Honourable J. McMurrich was Chairman,—certainly as good a judge of business, and of business Accounts as Mr. G. M. Adam. That sub-Committee devoted days to its work, and among other things equally honourable to the Department, unanimously reported as follows:—

"Your Committee find that the system adopted by the Department is of so thorough and complete a character, that no funds can by any possibility be received without being checked by proper Officers, whose several duties require them to make entries in various Books, through which every item can readily be traced.

"They find that all Moneys received by the Department are regularly deposited to the credit of the Government, with the exception of Moneys intended to be disbursed in the purchase of articles outside of the Institution, (Trustee School Seals merely), and that all expenditures are made by Cheque, properly countersigned by the different heads of the Branch of the Department to which they respectively belong.

"They find that a perfect system of registration of every Communication received by the Department is maintained, by means of which the several Officers to whose department the communication has reference, are immediately apprised of the contents, and answers are promptly returned to the same.

"Your Committee have also made a thorough investigation of the Depository department, and find that the existing arrangements for purchasing stock are satisfactory and well fitted for securing the same on the most favourable terms. The mode of disposing of the Books is equally satisfactory."

3. Be it also observed, that every Officer in the Department, from the oldest to the youngest, (as well as every Teacher in the Normal and Model Schools), has been selected on his own supposed merits without any previous acquaintance, or predilection, on my part, and on trial for six months as to ability, faithfulness and industry, before being appointed to office. Not one, therefore, of the very many with whose appointment and promotion I have had to do, can feel that he owes anything to my favouritism, but everything, humanly speaking, to his own merits. I venture to say that one and all the Officers of the Education Department hurl back defiance in the face of Mr. G. M. Adam's wholesale slander against them, and ask for nothing but exhaustive Legislative, or "Governmental enquiry" into their work and manner of doing it. And indubitable proof can be given that not a single Officer of the Department has any pecuniary, or personal, interest in the purchase, or sale, of any Book, Map or other article in the Depository.

4. In regard to Mr. G. M. Adam's attack upon the Educational Museum, I have to remark, that before commencing it, I consulted the late Chief Justice, Sir John Robinson, as to the Law in regard to my disposal of the small annual sum provided for its establishment. I also consulted three Members of the then Canadian Government, who were also in London, England, as well as the late Earl of Elgin, who furnished me with a pamphlet and documents showing the endorsement of my views by distinguished men in England, and among others, by the late Sir Robert Peel. I wished to furnish to the many young people trained as Teachers, means of instructive and refining relaxation in their severe studies and hard work, and to my fellow countrymen who cannot, (like Mr. G. M. Adam), travel to Europe, the opportunity of seeing copies and fac-similes of objects of art and of interest in European Museums, as well as many Objects illustrative of the Natural History and resources of our Country, and Models and collections useful

* Until Confederation was accomplished the Departmental Accounts were sent to Ottawa, and the Auditor, Mr. Langton, who is not accused of an undue bias in favour of the Education Department, gave the following evidence before the Departmental Commission of 1863:—"The Superintendents of Education send me Vouchers for all their expenditure. The Accounts of the Upper Canada Superintendent are very regular, and are amongst the most correct in form that come to my Office."—*Sessional Papers Number II, Volume XVI, Session* 1863.). After the educational service was transferred by the Confederation Act to the control of the Government of Ontario, precisely the same system, of accounting that had been approved by Mr. Langton was continued, until the system was changed by order of the Government. The change consisted simply in this, that, whereas, under the former practice the Government issued money to the Department, which was expended and afterward vouched for; under the present mode certified Vouchers in detail are transmitted to the Honourable the Provincial Treasurer, and the payments are made through the Department to the parties entitled to them, the only exception being the item of Customs duties and petty expenses, for which an accountable Warrant is issued.

for practical purposes. Many thousands from every part of Canada have visited the Museum, as have many hundreds of educated Travellers from the United States* and England, who have, with one accord, expressed their gratification, and not a few their astonishment, that so much could have been done with so small means, when they learned the comparatively insignificant sum which had been expended,—a sum the appropriation of which no one has ever felt, and even of the existence of which few were aware. The work speaks for itself but in whatever estimation it may be held by others, it is of course a grievance to Mr. G. M. Adam, as it does not bring him pecuniary gain.

5. Mr. G. M. Adam alleges against the Department that the proceedings of the Council of Public Instruction are not published; but I have never yet heard of the publication of the Minutes of the Governor-in-Council, or of the Executive Council, or of the Senate of the University. But I may add that the Minutes of all the Meetings of the Council of Public Instruction for several years were laid before the Legislative Assembly in 1870, on motion of Mr. Edward Blake; since which time they have been regularly transmitted, as soon as confirmed, to the Provincial Secretary, subject to be published, or otherwise, at the pleasure of the Government.

But on his last page, Mr. G. M. Adam unsays all that he had said and demanded in the preceding pages of his Pamphlet. After having denounced the censorship of the Council of Public Instruction over Text and other Books for Schools, he admits that the Council should examine and recommend Books; that there should be a "Depository;" that the Department should publish yearly a Catalogue of all Books and Maps sanctioned by the Council, with supplementary lists monthly, or quarterly, during the year, with such prices affixed as will not prevent the Trade competing with the Depository. I thank Mr. G. M. Adam for his vital, but to the whole of his own theory, fatal admission. The whole of his Pamphlet of grievances now dwindles down to the secret which at last escapes him, namely, that the prices of the Books at the Education Depository are too low for even him to compete with, notwithstanding his boasted advantageous purchases from more than a hundred English Booksellers, against the fifty-three English Booksellers with whom the Department has had dealings. The Members of the Legislature, and the School Authorities throughout the land will now understand, that one prime object of Mr. G. M. Adam's crusade against the Education Department is to advance the prices of the Books which they require for their Libraries and Schools.

6. And I have further to add that, whereas formerly we imported (as Mr. G. M. Adam now wishes), our School Maps, Globes, and other articles of School Apparatus, we at length began to get them manufactured in Canada. I have the samples of imported articles, as well as those of Canadian manufacture; and, while the former is inferior to the latter in quality and adaptation, the Canadian manufactured articles are on an average from twenty to eighty per cent. cheaper than the imported ones, while domestic industry and skill are developed, and money kept in the Country that would be otherwise sent abroad. In this way no less than Twenty thousand dollars have been kept in the Country, and expended during the year 1873, in the manufacture of all our School Maps, Globes, and other School Apparatus, and all by Estimates and Tenders, as the papers of the Department will show, and contrary to the statements of Mr. G. M. Adam.

7. To recapitulate and conclude, I beg the appointment and exhaustive investigations of a Committee of the Legislature, or of a Commission, (the former, preferable), before which I am prepared to prove the following things:—

(1) That Mr. G. M. Adam has been most persistent, yet unsuccessful, in his efforts to induce the Department to obtain its supplies from him of "various lines, drawn from over one hundred leading English Publishers," which he had "personally purchased in Britain."

* More than ten years ago, when the *Museum* had not half reached its present state of completeness, a party of some fifteen to twenty American ladies and gentlemen visited it, among whom were the late Senator Johnson, of New York, and the late American statesman, Mr. Seward, known as Governor Seward before he was Secretary of State, and when yet a Senator of the United States. After having looked through the Education Department, and visited the Museum, Senator Johnson said aloud before the whole party,—"Governor Seward, you must make a speech in the Senate and tell our people how far the Canadians are ahead of us in these matters."

(2) That his insinuations about "leakage" in the Museum (except in the roof, which is, indeed serious), is pure fiction.

(3) That the Department has always had direct dealings with all the great Publishers in England, as well as with the Publishers in the United States and Canada, and does not order its Books through any intermediate agency.

(4) That none of its stock is purchased "second-hand," although Mr. Adam has laboured sedulously to lead us into that trap with himself,—no doubt as it now appears, of being used by him against the Department.

(5) That no "selection" sent out is made in the manner he states; that Catalogues and lists of new Books for any out of stock are furnished to the School Authorities, and no selection is ever made by Officers of the Department, except at the request of the parties ordering them.

(6) That Mr. G. M. Adam misrepresents the views and opinions of the Inspectors and other Educationists in regard to the Depository.

(7) That the Depository is self-supporting, and that even after allowing for Salaries, Rent, Interest, Insurance, depreciation of stock and other contingencies, there is a margin in favour of the public. This was substantially stated by the Committee of the Legislative Assembly in January, 1869, after minute inquiry and personal examination.

(8) That the "business" of the Depository each year is not "$25,000," as stated by Mr. Adam, but at least $50,000, as that worth of material ($53,000 in 1873), is sent out yearly to the Schools, besides the ordering, receipt, classifying, marking and putting away of $50,000 worth of purchases.

(9) That for all articles made for the Department, Tenders of cost are required from parties concerned; or Estimates, in the case of parties who alone can manufacture them without having to import them from abroad.

(10) That "only a Printer in the British metropolis" is not employed and paid as Mr. Adam states; that he has never selected a single Book, article of Stationery, or other things as stated; that he merely packs and ships what is sent to him, or fills an order, (as of glass, etcetera), according to a list which has been sent to him in detail, and selected from published lists examined at the Department.

(11) That this Department not only import its own Stationery, but that it also did so by order of the late Attorney-General as a trial; and that so well satisfied was he of the economy and efficiency of the plan that he authorized us to import it for the future for our Department.

(12) That no Officer of this Department has any pecuniary gain whatever from the transactions of the Depository; that no money except Customs duties and petty items is paid out by this Department on an accountable Warrant being issued by the Government, but every other payment on its account is made to Booksellers, Manufacturers, etcetera, (as well as to the Municipalities, Separate Schools, Superannuated Teachers, etcetera), by the Provincial Treasurer on Invoices and Vouchers previously furnished him; that every farthing received at the Department from any and every source is paid into the Public Treasury, into which was paid in all during the year 1873 by the Department the sum of $51,480.

. . . . . .

Sir, I believe I have as much goodwill on one side of the Legislative Assembly as on the other side, but whatever may be their feelings as individual Members in regard to me personally, I believe they will not treat me otherwise than justly; and I ask for nothing more. I have only to add, that though far in the thirtieth year of my administration of an important and difficult Department, and beyond the age of seventy, I will not, by God's help, relinquish my post while a stain of unrefuted calumny rests upon myself, or those honourable men,—not one of them of my own religious persuasion, —who have laboured with me as the heart of one man for more than a quarter of a century, in a work that already invests our Country with an enviable nobility, and bears help and hope to the poorest child in the remotest cottage in our land.

TORONTO, February 14th, 1874. EGERTON RYERSON.

III. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE EDITOR OF THE "MAIL."

I observe in *The Mail* of yesterday morning, a Letter from Mr. G. M. Adam, purporting to be a rejoinder to my Letter, in reply to his Pamphlet of twenty-four pages against the Council of Public Instruction and Education Department in general, and against the Educational Depository and its Managers in particular.

2. I am glad to see you acting upon the good old principles of British fair play, admitting to your columns what is said on both sides, and not, as one of your daily Contemporaries of large pretensions, (*The Globe*), who makes and admits every sort of attack against the Education Department and its Officers, but refuses to admit one word in their defence.

3. Not noticing the scurrilous verbiage which appears to constitute some four-fifths of Mr. Adam's Letter, I have to remark as follows, respecting his principal statements:—

(1) That of the money certified to the Treasury for payment of the "London Agent," not one penny has been remitted to him for the "payment" (as Mr. Adam unscrupulously asserts), of a single Map or a single Book for School Libraries or Prizes.

(2) That there is not a shadow of truth in his statement, that any "percentage" or other "remuneration" was ever asked, "demanded" or "extracted" from the Map Mounter, (M. J. B. Carter), referred to, or given, or received by any one connected with the Department. I notice a Letter from Mr. Carter in this day's *Mail*, emphatically contradicting Mr. Adam's most shameful slander against the Officers of the Department in this particular.

(3) That for the work done, which so much distresses Mr. Adam, in the drawing, reconstruction or correction of Maps published by the Department, not one-half of the sum has been paid which was specified in the Tenders and Estimates made by other parties. All these Tenders and Estimates were laid by me before the Head of the Government at the time, in the hand-writing of the several parties concerned, and I accepted that which I was thus advised to do. For example, the Crown Lands Department asked a certain sum for reconstructing a certain Map; one of the parties, abused by Mr. Adam, reconstructed the same Map as prescribed by me, and twelve other Maps for this same sum, as was asked for the one Map.

(4) That in not a single case, Mr. Adam says "many cases," has "money remitted by Trustees been suffered to lie for years in the hands of those in charge, because the Correspondents of the Depository declined to accept any equivalent in stock which they had neither ordered, nor desired."

(5) That not one cent received at the Depository is permitted to remain one day "in the hands of those in charge" of the Depository, they being required to account for and pay over daily all such moneys, and the Chief Accountant receiving them, deposits them in the Bank to the credit of the Honourable the Provincial Treasurer, as fast as they reach the sum of, at least One hundred dollars.

(6) That it is not true, as stated by Mr. Adam, that "private Seminaries, Students, etcetera, are compelled to purchase foreign Maps," since, by a long-standing arrangement, the Lithographers who print the Maps for the Depository, and constructed by it, can supply private Schools and other parties with them.

4. Such are the six principal new charges which Mr. Adam brings against the Department and its Officers, all of which can be proved false before any commission of inquiry, in addition to his Pamphlet misstatements which I have noticed in my two former Letters, and proposed to disprove in the same way.

5. Mr. Adams denies having attacked the Chief Accountant of the Department, and yet he had represented him as so "manipulating" his Accounts as to make them incomprehensible to any one "not in the secrets of the Office." He also denies having attacked the Officers of the Department, yet charges them, in addition to former untruthful imputations, with extracting percentage for themselves, even from the Map-mounter. Mr. Adam having applied the word "ring" to the Council of Public Instruction, yet his own words and Sessional Paper which he quotes, disprove his denial, as in the cases above noticed. Thus, the very Letter alluded to by Mr. Adam, refers to the Members of the Council alone, and, therefore, to them only could his word "ring" apply.

6. In another official document from the Government, quoted in this December number of the *Canadian Monthly*, is one in which it is charged, "that on two occasions, the Council has appointed Members to paid emoluments in its gift."

It was shown in the Council's reply, that the Members referred to were the Reverend Doctor Ormiston, and the Reverend Professor Young, who had been appointed Examiners, but, to whom the Council has never paid a farthing. The Chief Superintendent represented their services to the Government, and by an order of the Governor-in-Council, each was paid a certain sum by the Provincial Treasurer. All this, as well as all the other matters referred to and inquired about by the Government, were explained by the Council, but its explanations are suppressed in the *Canadian Monthly*, and the printing of them has been suppressed in the Sessional Papers, to the great injustice of the Council and Education Department.

7. Mr. Adam represents me as "boasting" of the Educational Depository, "an Institution which sells at prime cost, without taking into account the expense of maintenance," etcetera, which I had never said anything of the kind, but had said expressly, that in the cost was reckoned the Salaries of Clerks, Insurances, depreciation of stock, etcetera, at which cost, thus reckoned, the Books, Maps, etcetera, were supplied to the School Corporations and Municipalities.

8. Mr. Adam devotes half a column to the *Journal of Education*, but omits all reference to the important fact, that I had myself edited and published it for six years without a farthing's remuneration or assistance from the Government, and paying myself the deficiencies which were not met by the subscriptions, thus showing my own appreciation of the *Journal of Education*, before leaving to the Government and Legislature the alternative of its discontinuance, or furnishing it gratuitously to the School Corporations, etcetera, who devoted gratuitously so much time and labour for the public interests. The public cost of its 6,000 copies for the Public School Corporations, and other School Officers, is at the rate of forty-five cents per copy per year.

9. It appears from the Public Accounts, that Mr. G. M. Adam has received nearly $2,000 for supplying Books to the Legislative Library last year. It does not appear, that Mr. G. M. Adam obtained this large sum by "public tender," and it would be a curiosity to institute a comparison between the prices which Mr. Adam charged and obtained for these Books, (bought through his "intermediate agency") and the prices at which School Corporations obtain the same kind of Books at the Educational Depository.

10. Mr. Adam omits all reference to his own Letters, in which he obsequiously solicited, (what he afterwards denounced in his Pamphlet), "the intermediate agency," to be the "Commission Merchant in fact," to supply the Education Department with the Books of English Booksellers. He also omits likewise, all reference to the "searching Governmental enquiry," which he had demanded, and which I had solicited, and before which I proposed to prove twelve things, including a complete refutation of his twenty-four pages of false accusations. His omissions and silence on these essential points, involve a confession, and imply a shrinking that speaks for itself.

11. But I cannot consent to allow Mr. Adam, cuttlefish-like, to wriggle away uncaught, under the cover of the dark liquid of his scandalous charges against the Council of Public Instruction, the Education Department, and its Officers.

And to refresh Mr. Adam's memory, and prevent misapprehension, or successful misrepresentation, I repeat, besides the six things above mentioned, that I beg the appointment and exhaustive investigation of a Committee of the Legislature, or of a Commission, (the former preferable), before which I am prepared to prove the following things:—

(1) That Mr. G. M. Adam has been most persistent, yet unsuccessful in his efforts to induce the Department to obtain its supplies from him of "various lines, drawn from one hundred leading English Publishers," which he had "personally purchased in Britain."

(2) That his insinuations about "leakage" in the Museum, (except in the roof, which is, indeed, serious), is pure fiction.

(3) That the Department has always had direct dealings with all the great Publishers in England, as well as with the Publishers in the United States and Canada, and does not order its Books through any intermediate agency.

(4) That none of its stock is purchased "second-hand," although Mr. Adam has laboured sedulously to lead us into that trap with himself, no doubt for the purpose, as it now appears, of being used by him against the Department.

(5) That no "selection" sent out is made in the manner he states; that Catalogues and lists of new Books for any out of stock are furnished to the School Authorities, and no selection is made by Officers of the Department, except at the request of the parties ordering them.

(6) That Mr. G. M. Adam misrepresents the views and opinions of the Inspectors and other Educationists in regard to the Depository.

(7) That the Depository is self-supporting, and that, even after allowing for Salaries, Rent, Interest, Insurance, depreciation of Stock, and other contingencies, there is a margin in favour of the public. This was substantially stated by the Committee of the Legislative Assembly, in January, 1869, after minute inquiry and personal examination. (See page 302 of this History, Volume Fourteen. See also page 245 of the Seventeenth Volume.)

(8) That the "business" of the Depository each year is not "$25,000," as stated by Mr. Adam, but at least $50,000, as that worth of material, ($53,000 in 1873), is sent out yearly to the Schools; besides, the ordering, receipt, classifying, marking, and putting away of $50,000 worth of purchases.

(9) That for all articles made for the Department, Tenders of cost are required from parties concerned, or Estimates in the case of parties who alone can manufacture them without having to import them from abroad

(10) That "only a Printer in the British metropolis" is not employed and paid as Mr. Adam states; that he has never selected a single Book, article of Stationery, or other things, as stated; that he merely packs and ships what is sent to him, or fills an order, (as of glass, etcetera), according to a list which has been sent to him in detail, and selected from published lists examined at the Department.

(11) That this Department not only imports its own Stationery, but that it also did so by order of the late Attorney-General as a trial; and that, so well satisfied was he of the economy and efficiency of the plan, that he authorized us to import it for the future for our Department.

(12) That no Officer of this Department has any pecuniary gain whatever from the transactions of the Depository; that no money, except Customs Duties, and petty items, is paid out by this Department, on an accountable Warrant being issued by the Government, but every other payment on its account is made to Booksellers, Manufacturers, etcetera, (as well as to the Municipalities, Separate Schools, Superannuated Teachers, etcetera), by the Provincial Treasurer, on Invoices and Vouchers previously furnished him; that every farthing received at the Department from any and every source, is paid into the Public Treasury, into which was paid in all, during the year 1873, by the Department, the sum of $51,480.

TORONTO, 20th February, 1874. EGERTON RYERSON.

LETTERS FROM PUBLIC SCHOOL INSPECTORS IN REPLY TO THE G. M. ADAM'S PAMPHLET.

Mr. William R. Bigg, Inspector, Number 1, Leeds.—Mr. Adam's Pamphlet was sent to me, as well as (I presume) to every Inspector, and, on reading it, I was much annoyed at the gratuitous insult conveyed in the assertion "that the Circular sent by you to the Inspectors was intended to operate like a 'first warning' to the French journals to enforce obedience to bureaucratic demands."

I am, therefore, much pleased to have the opportunity, which your Circular affords, of stating most emphatically, in reply thereto, that, so far as I am concerned, Mr. Adam's statement is a misrepresentation of my views and motives.

I simply gave a frank opinion on the questions you submitted to me in your former Circular, perfectly well aware that I was free to condemn, or approve, the policy of sustaining the Depository, and I also stated that the crusade was as much against the Depositary as the Depository, and subsequent events have but confirmed my prediction.

With regard to the Depository, I wish to add to my former statement, that I have frequently tested the prices of Books at a wholesale Shop at Brockville, as compared with those of similar works at the former, and have invariably found a difference of at least twenty-five per cent. in favour of the Depository, irrespective of the hundred per cent. Departmental allowance.

After I resigned the position of Principal of the United High and Public School, of Brockville, I was succeeded by the present incumbent, Doctor Evans, and in the Summer of 1872 he was authorized by the Board of Trustees to expend the sum voted for Prizes among the Town Booksellers, if he found he could purchase nearly as advantageously, as at the Depository in Toronto, taking into consideration the aforesaid Departmental allowance of one hundred per cent.

As the result of Doctor Evans' investigation, with the determination, or rather inclination, on his part to purchase in Brockville, if possible, I may mention that the order was as usual transmitted to the Education Office, the Doctor having satisfied himself that, independent of the one hundred per cent. bonus, the Books could be purchased at a less price from the Depository, besides the advantages of a better and more varied assortment. Perhaps it may not be innappropriate further to observe, that the Town Booksellers were aware of the contemplated purchase, and offered their wares for less than their regular prices.

Doctor Robert Kinney, Inspector, Number 2, Leeds.—I can only reiterate my previously expressed opinion, namely, that School Corporations are almost unanimous in favour of the Depository. My experience has been that even without the additional one hundred per cent., Books purchased at the Department are cheaper than those purchased from the Trade. However, I see no reason why the Trade under suitable supervision should not be allowed to compete with the Depository in furnishing School Requisites.

The Reverend Geo. Bair, M.A., Inspector, Number 3, Leeds.—I have not seen Mr. Adam's Pamphlet, but with reference to that particular passage in which he interprets, to suit his own views, the testimony of the Public School Inspectors, I have no hesitation in repeating distinctly and unequivocally, as my own unbiassed and often expressed opinion, that I consider the Book Depository at Toronto an essential and integral part of our School System, and that the Book Trade has no more right to demand the abolition of that Establishment, as interfering with their business, than Private Teachers to demand the destruction of the Public School System itself. At the same time I express no opinion hostile to the mixed system proposed in the new School Bill, which, I think, would give the Booksellers a fair chance to show what they can do, while the Depository would still remain as a safeguard to keep them in check.

The Reverend John May, M.A., Inspector of the County of Carleton.—I have the honour to acknowledge receipt of your Circular, asking me to say whether, or not, Mr. G. Mercer Adam has "correctly represented my views and motives" as expressed in my reply to your Circular concerning the Educational Depository question.

Now, Sir, I have great pleasure in stating that, although I used strong language in my reply, I spoke from the very bottom of my heart. I desired to see the Depository maintained as it is. I still desire this. I trust no ruthless hand may be laid on what I deem one of the chief glories of our Educational System. There is no feature of that System of this Country more excellent than this. It is the intellectual storehouse of Ontario, and it injures no one. We have not, hitherto, availed ourselves in this County of the advantages it affords to as great an extent as is desirable; but I was just laying my plans for Public Libraries, Competitive Examinations, etcetera, when lo! we are threatened with the destruction of the only means of procuring the necessary

Books. I say advisedly, the only means, for if the Books have to be purchased from the Booksellers, they will never be purchased at all. It is with the utmost difficulty sometimes that I can persuade Trustees to purchase even from the Depository, although it does allow one hundred per cent.

The Booksellers of Ottawa are noted for the high tone of their character, as well as their business ability and liberality. I have business relations with them all, and would be just as anxious to gain their goodwill as that of the Department. Indeed, Sir, I will say frankly that could I be persuaded that a Circular issuing from the Education Department, "was intended to operate like a 'first warning'" I should treat it with contempt.

The views I expressed I still hold. My motives were the good of Education.

The Reverend Wm. Ferguson, A.M., Inspector of the County of Dundas.—I beg to say, without farther preamble, that a Communication sent by a Mr. Adam, who is most wearisomely struggling to break down the Library and Apparatus department of the Education Office, has reached me only to be put aside as an effort originating in the cupidity of self-interest, venting itself in the bitterness of commercial antagonism.

I did not deem it necessary to crowd upon the Education Office, expressions of satisfaction with the mode in which the various branches of that most valuable and ably administered Department were managed; but I find that silence is construed into dissatisfaction, and, therefore, must outspoken truth now assert its weight, and prove its power.

In my Correspondence with the Department in behalf of Schools, I have ever found the readiest attention paid to my Communications, and in my intercourse with School Teachers and School Trustees, I have never yet heard the slightest complaint; and this at a time when complaints of imaginary wrongs are as readily accepted as if they were real.

NOTE. I omit the remainder of the Letters,—thirty-five additional ones,—as they are all equally strong in the utterance of the same sentiment, as the preceding five Inspectors.

II. J. GEORGE HODGINS TO ATTORNEY-GENERAL MOWAT.

Having to-day obtained a copy of an extraordinary "Letter," (as the sequel will show), addressed to you on behalf of the "Book Trade," by Mr. G. Mercer Adam, a Bookseller of this City, I desire to say a few words in regard to that part of it which refers to myself.

In these days of multiplied and indiscriminate "slander," few men in a public position need hope to escape. Mr. G. Mercer Adam, having, (as his Letters to the Department will show), persistently but unsuccessfully pressed some of his wares, (like others before him), upon the Education Department, has turned upon me as the supposed Author of his wrongs in refusing his offer; and, in order to sustain the selfish cause which he has espoused, he has applied language to me for which there is no foundation, or warrant.

Not content with imposing upon you, (as will be fully proved at the proper time), a tissue of misrepresentation, as well as "Fiction" and "romance," he ventures upon a charge of "corruption," (so favourite a term with certain Writers), against the Education Department, and seeks to involve me in it.

The Writer of this "Letter," in his laboured attempt to substantiate his disreputable charge, counts up with great fervour, as my income, not only every penny which I have received for years, but every penny which any Member of my family may have lawfully and honourably obtained, after having given full value for it, (as the Parliamentary Documents from which he quotes would abundantly prove). If every man's Income for services rendered by himself were thus summed up, many would be astonished to find how rich they were, and the income tax would also be greatly benefited by the discovery. Mr. Adam, in this connection, has found it convenient to

suppress the fact that five years ago, owing to a pressure which Mr. Edward Blake brought to bear upon the Government, (and probably prompted from this same quarter), my Salary was, without notice, (and against the strong remonstrance of Members of the House and one of its Committees), suddenly reduced Five hundred dollars ($500) a year To compensate for this loss and manifest injustice, the late Honourable Attorney-General J. Sandfield Macdonald authorized me to perform, (after rigid inquiry, as was his manner), certain Map revision, (after having failed to have it done at the Crown Land Office at a lower rate), and he agreed to pay me a reduced price for it.

I can, therefore, tell the Writer of this "Letter" and the "Trade," that every cent of income which I receive, has either been authorized by Order-in-Council before payment, or has been directly authorized by the Attorney-General, for the time being. Further, that every fraction which I, or any one belonging to me, ever received, is duly recorded and audited in the proper Office, either in Ottawa, or in Toronto.

Mr. Adam may, in his zeal, attempt to impose fiction upon you as fact; but he will scarcely be able, I think, to make you accept the conclusion which his misstatements of facts, as well as the insinuation, (on page four of his Pamphlet), imply, that the Government, the Audit Office, and the Attorney-General were parties to the "corruption" which he alleges. I defy him to prove his charge, and until he does so, I hold him accountable as a traducer.

I have lived more than forty years in Canada, (and nearly thirty in this City), have occupied, before coming here, positions of trust and responsibility in the most respectable Mercantile Establishments; and I defy Mr. Adam, or any man in Canada, to lay his finger on a single act of mine in the matters in regard to which I would not challenge the most rigid scrutiny. I will not, therefore, allow my name and my personal honour to be smirched by any man, especially by one who can only justify his unmanly assaults by most selfish and unworthy motives.

What does Mr. Adam care for the character, or want of character, of the Education, or any other Department, so long as he can, by damaging it, hope to place himself in a better position to pocket a few paltry dollars more, than he could otherwise do with all the pressure which he has been able to bring to bear in this matter?

Let the Government, if they please, by all means, sweep away this "standing menace to the Book Trade of the Country," but let them not do so on the ruin of character, or on the baseless slander of an "interested" man, who, with others, for years has hitherto, without success, employed every possible means, both through a powerful press, and by means of the personal influence of leading men, to effect a purely selfish object.

It is not my province to enter into the details of Mr. Adam's Pamphlet. That will no doubt be effectively done by the Head of the Department. I may say, however, and I know well of what I affirm, that the Department will be able to disprove every material statement which Mr. Adam has ventured to put forth. I am glad that his floating gossip, and the slander of years, has at length been reduced to writing. It can now be met, while in the other form it could never be reached. But I may say that some of the most important of his statements never had any foundation in fact, and are even the reverse of truth.

I may, if occasion offers, address you respectfully on this subject of the anomalous, and unsatisfactory position and prospects of the Civil Service of Ontario,—of which, I believe, I am one of the oldest, if not the oldest, Member in Toronto. It is too much the fashion to regard Civil Servants as a target for every man's arrow,—that because they are paid "Officials" and "Servants" of the Public, they must, therefore, sit silently under every indignity, and be subject to such contumely and attack as certain parties may choose to indulge in. It is time that that species of unmanly warfare should be resisted, although it cannot be prevented. To you, as the Head of the Government, the Civil Service has, however, a right to look for protection in such matters; and I trust, too, that its interests and future efficiency will not be overlooked in any measure, which I understand you propose to devise on the subject.

TORONTO, February 10th, 1874. J. GEORGE HODGINS.

III. J. George Hodgins to the Editor of the "Mail."

I regret that I accidentally overlooked in my Letter to you yesterday, one portion of Mr. G. Mercer Adam's slanderous attack.

He says:—"One of the chief Officials of the Education Department, enjoying the special favour of the Council, actually sold his copyright to a Publisher for a good round sum, but, when the caprice, or intrigues, of those who move the wheels of this machine originated the order for the unconditional sacrifice of their educational property, the same Publisher was made to surrender the right he had acquired, virtually, to the Official from whom he had made the purchase."

My reply to this "slander" is threefold:—

First.—The "caprice and intrigues" to which Mr. G. M. Adam refers were fully discussed and exposed, as he knows well, in the famous "Brown-Campbell Crusade against the Education Department," published in 1866. Nor are these influences dormant yet against this same "educational property."

Secondly.—The surrendered copyright belongs to the Council of Public Instruction, with whose property, proceedings and decisions, I have nothing to do, and that in no shape, or form, have I the slightest interest in, or control over a single Text Book sanctioned, or controlled by the Council.

Thirdly.—Personally and privately I opposed as strongly as it was proper for me to do the surrender of these copyrights.

Lastly.—So strong is my sense of the high character and honourable dealing of Mr. John Lovell, of Montreal,—to whom Mr. G. M. Adam refers,—that were it in my power I would have freely presented him with the copyright of any Book which I may have written at his suggestion. As it was, the "round sum" referred to would have been much rounder were it not for my personal appreciation of Mr. Lovell's enterprise, zeal, and sterling worth. I have the assured conviction,—knowing him as I do, although I have not exchanged a word with him on the subject,—that Mr. Lovell would repudiate with scorn the base insinuation which Mr. G. M. Adam has made against me in this matter.

Toronto, February 12th, 1874. J. George Hodgins.

IV. J. George Hodgins to the Editor of the "Mail."

Mr. G. M. Adam seeks to break the force of my statement, (which the Chief Superintendent reiterates in your Paper of to-day, with proof), that he "persistently but unsuccessfully pressed some of his wonderfully cheap wares, (like others before him), upon the Education Department," by showing that I sent to him twice for a list of the Books published by his firm. The two things are totally different. They have not the slightest connection with each other. The two transactions had even no sort of connection with each other in point of time, for a year had elapsed between them. The "lists" were sent for, in August, 1872, while Mr. Adam's own Letter, wishing to become an "intermediate agency" of the Department with England, was dated in September, 1873. In the matter of the lists, Mr. Adam was treated precisely the same as every other original Publisher of Books. Similar applications for lists with prices, before ordering Books are sent to every Publisher in Canada, the United States, and England. In the same way we have ordered the original publications of Mr. McMullen and Mr. Wyllie, of Brockville, Mr. Beadle, of St. Catharines, as well as Mr. Maclear, and Messieurs Campbell and Son, of Toronto, and whoever else publishes a Book in Canada, etcetera.

In that way only can we have "direct dealings" with original Publishers, and obtain their Books. But this is a very different thing from prompting a man, or suggesting to him, to become the "intermediate agency,"—"a Commission Merchant, in fact,"—for the purchase of the Books of other Publishers. This is the essential

characteristic of an "intermediate agency" and has nothing whatever to do with the buying from him of what he alone publishes, and which could only be obtained from him on favourable terms.

As to the special case of Mr. Adam's publications being required, some of them were asked for by parties wishing to get Prizes, and one, or more, was already on our lists. We had, therefore, before purchasing them to write to him for lists and, as parties desired the Books, we had to write to him again,—as we supposed that the first request had miscarried.

One of the very objections urged by Mr. Adam is that we have "little direct dealings" with English Publishers, whereas that is the very principle on which we have acted with all Publishers from the beginning; and that is the sole reason why we sent to Mr. Adam, and to other Publishers in Canada and elsewhere for lists. Thus I distinctly stated to Mr. Adam himself, when resisting his "pressure" to become the very thing which he has denounced, videlicet, "an intermediate agency." This, in my Letter of the 25th of September last, in reply to one written on the 18th by himself, (without even to the semblance of a "pressure" such as he insinuates), I said "that, as we are in communication with the English Publishers ourselves, we are not in a position to order Books except from them direct. Our invariable rule is to order only from the individual Publishers, unless in rare and special cases." That I could have brought a "pressure" on him to sell, and then at the same time to write such a Letter to him without remonstrance, is too absurd to be further discussed. He did, however, write next day, but only to make a renewal of his application to act as "a Commission Merchant in fact" for over "a hundred English Publishers."

Toronto, February 12th, 1874. J. George Hodgins.

V. Mr. J. B. Carter to the Editor of the "Mail."

With reference to a statement in your Paper this morning over the signature of G. Mercer Adam, as follows:—"But if we could get behind the scenes and ascertain how much of the $5.624.60 paid one man for Map-mounting actually went into the Map-mounter's pocket, and how much of it was extracted from him by the way of percentage, or the remuneration of other favoured Members 'of Officials' families,'" I have the honour to reply, and am prepared to make affidavit that there is not one word of truth in this statement. I have never paid one farthing for any such purpose. I have mounted Maps for the Department for about twenty years, and have given full value for all moneys received, as my Invoices will show. A percentage, or discount, has frequently been deducted by the Officers of the Department for fluctuations in the cotton market; but this has always been done on the face of the Invoices, and I have only received from the Treasury Department the net sums, after these deductions have been made. I may further state that for many years I have worked for nearly all the Gilders and Map-mounters, Booksellers, etcetera, in Toronto; but, owing to the great amount of work done, the prices charged to the Department have been, in consequence, a little lower than the prices charged to the trade.

Toronto, 19th February, 1874. J. B. Carter.

Report of the Select Committee of the House of Assembly.

The Select Committee appointed to examine into the working of the Department of Public Instruction, beg leave to present their Report:— . . . . .

The Committee visited the Education Office, and examined the system of management pursued there, and appointed a sub-Committee for the more careful and extended investigation of that department of the Educational System. The result of the labour of that Committee is embodied in their Report as adopted and approved by your Committee, and herewith submitted.

Your Committee have to congratulate the Country upon the extent and efficiency of its Educational System, brought to its present state of usefulness mainly by the

indefatigable exertions of the able and venerable Chief Superintendent, the Reverend Doctor Ryerson, seconded by the Council of Public Instruction, and a most efficient staff of Officers, together with the liberal provision made by the representatives of the people for the support of Education in all its branches. . . . .

All which is respectfully submitted.

TORONTO, January 19th, 1869. M. C. CAMERON, Chairman.

REPORT OF THE SUB-COMMITTEE ON THE EDUCATION DEPARTMENT AND DEPOSITORY.

The sub-Committee appointed to examine into the internal management of the Education Department, report:—

That in undertaking the duties assigned to them, they first determined to make a thorough examination into the mode of conducting the financial department.

Your Committee find that the system adopted by the Department is of so thorough and complete a character, that no funds can by any possibility be received without being checked by proper Officers, whose several duties require them to make entries of them in various Books, through which every item can readily be traced.

They find that all moneys received by the Department are regularly deposited to the credit of the Government, with the exception of moneys intended to be disbursed in the purchase of articles outside of the institution [Educational Depository], [Trustees' School Seals merely], and that all expenditures are made by cheque, properly countersigned by the different heads of the department to which they respectively belong.

They find that a perfect system of registration of every communication received by the Department is maintained, by means of which the several Officers to whose Department the communication has reference, are immediately apprized of the contents, and answers are promptly returned to the same.

Your Committee have also made a thorough investigation of the Depository department, and find that the existing arrangements for purchasing stock are satisfactory and well fitted for securing the same on the most favourable terms. The mode of disposing of the Books is equally satisfactory.

Your Committee find that the amount yearly received by the Department from the Municipalities for Books, Maps, etcetera, is very considerable, amounting in 1868 to $20,004.20, which sum is paid directly into the Public Treasury, and should be regarded as an offset against the amount granted to the Department. . . . .

Your Committee in making this investigation have noticed that a considerable amount of extra labour has been performed in the Educational Depository and other departments by Messieurs Hodgins, Marling, and Taylor, to whose energies and abilities in a great measure the Department is indebted for its present state of efficiency.

The services rendered by these gentlemen, outside of their ordinary business, and during extra hours, has hitherto rendered unnecessary the employment of additional assistance; and having performed these duties for nearly five years, your Committee regret the reduction which has been made in the amount of their emoluments, without relieving them of their extra duties, the result of which will in all probability be an increased expenditure in the shape of additional Clerks. . . . . .

Your Committee have great pleasure in reporting, that the internal management of the Education Department is most satisfactory.

In conclusion, they would recommend that there be a yearly audit of the Books of the Department.

All of which is respectfully submitted.

TORONTO, January, 1869. J. MCMURRICH, Chairman of the sub-Committee.

CHAPTER VI.

PROCEEDINGS OF THE CHURCHES ON UNIVERSITY MATTERS, 1874.

I. THE METHODIST CHURCH REPRESENTING VICTORIA UNIVERSITY.

PROCEEDINGS OF THE BOARD OF VICTORIA COLLEGE, 1874.

May 26, 1874. The following Reports were presented:—

1. Report of the Endowment Fund by the Reverend Samuel Rose.
2. Report of Financial Secretary by the Reverend T. S. Keough.
3. Report of the Agents, Reverends J. H. Johnson, M.A., and J. C. Ash.
4. Treasurers' Report by the Reverend Richard Jones.

The Treasurers' Report was received and referred for some revisions to a Committee of the Treasurers, Mr. J. H. Dumble and the President of the College.

The other Reports were received and adopted.

An additional allowance of $170 was made to the Reverend T. S. Keough, in view of losses sustained by him, in removing from the Baltimore Circuit, and the non-receipt of what it had been expected he would receive from the Contingent Fund.

The Reverend J. H. Johnson having informed the Board that he found that his salary of $1,200 inadequate to meet his expenses and duly support his family for the year, he thought that an additional allowance of Four hundred dollars should be made to him; after some discussion and inquiries, the further sum was voted to Mr. Johnson, by the Board, as an addition to his Salary.

The President of the College, the Treasurers and J. H. Dumble, LL.D., were appointed a Committee to procure, with the aid and advice of Doctor Haanel, Chemical and Philosophical Apparatus to the value of $2,000.

A Letter from the Secretary of the Cobourg Commissioners, respecting the sale of Cobourg Debentures was read, and the Secretary of the Board was instructed to reply that the Board did not invest in Securities of that description.

The President of the College was elected by the Board to represent the University on the Council of Public Instruction.

The President of the College, the Law Examiners and J. H. Dumble, LL.D., were appointed a Committee, with authority to attend *ad interim* to any matters relating to the Faculty of Law, and, if necessary, to revise, or make alterations in the Legal Course of Study. It was,—

Resolved, To request the Conference to reappoint the Reverend J. H. Johnson as College Agent for the ensuing year. The appointment of an additional Agent to collect funds for the Institution was left open for consideration at Conference.

Authority was granted to the Faculty of Arts to establish a Department of Science, and to recommend to the Senate for the Degree of Bachelor of Science those who should complete the prescribed Curriculum.

The Dean of the Faculty of Theology presented a Report on the work of that Department during the year, which was adopted and ordered to be printed for presentation to the Conference.

Resolved, That the Bachelor of Divinity Course be so altered as to make the degree of Bachelor of Arts the standard of Matriculation in the Faculty of Theology, the work subsequent to Matriculation being spread over a course of three years.

A statement was presented from the Dean of the Faculty of Medicine at Toronto, setting forth the necessity of some immediate action been taken to relieve the financial embarrassments of the School. After a full discussion, it was not deemed expedient to depart from the original agreement respecting the financial relations of the Board

to this Department of the University; but a Committee was appointed to see what measures might be devised to meet the difficulties of the case, and the following Resolution was adopted:—

Moved by Mr. B. M. Britton, seconded by the Reverend Doctor Nelles, and,—

Resolved, That the Members of the Board sympathise with the Medical Faculty, and highly appreciate their efforts to build up and continue in successful operation the Department entrusted to their care, and that the Memorial of the Dean and Faculty be referred to a Committee to devise, if possible, some scheme by which the Faculty may be relieved of financial embarrassment, without adding to the financial responsibilities of the College Board, or violating the original Agreement between the School and the University. The following were appointed as this Committee:—Reverends Alexander Sutherland, Richard Jones, Samuel Rose, Enoch Wood, Samuel S. Nelles; Messieurs J. H. Dumble, William Beatty, William Kerr, the Dean of the Faculty and Doctor Barrick.

Conference Annual College Meeting, 1874. The Treasurers of the College and the Trustees of the Endowment Fund of the College presented their Annual Reports, including the Reports of the Agents.

The President introduced to the Annual Meeting the Executors of the Estate of the late Mr. Edward Jackson of Hamilton; Mr. William E. Sandford, presented the following Letter, on behalf of the Executors, which was read by the Secretary:—

As Executors of the last Will and Testament of the late Mr. Edward Jackson of this City, we beg to acquaint you with the fact that he has bequeathed "to the Trustees of the University of Victoria College the sum of Ten Thousand Dollars to aid in establishing a Chair of Theology in said University, or to aid the funds of said University in any way the Trustees may think best." We ask your acceptance of the enclosed cheque in settlement in full of the above bequest.

HAMILTON, 8th June, 1874. LYDIA ANN JACKSON, Executrix.

WILLIAM E. SANDFORD,
DENNIS MOORE,
ARCHIBALD MACALLUM,
} Executors.

The following Resolution was moved by the Reverend Doctor Ephriam Evans, seconded by the Reverend Doctor Samuel S. Nelles, and supported by The Reverend Doctor Anson Green:—

Resolved, That the Members of this Annual Meeting, on behalf of the Trustees of the University of Victoria College, Cobourg, gratefully accept the generous bequest of Ten Thousand Dollars from the late Mr. Edward Jackson, of the City of Hamilton, now presented through Mrs. Lydia Ann Jackson, his Widow, as Executrix, and Messieurs William E. Sandford, Dennis Moore, and Archibald Macallum, Executors of his Will, "to aid in establishing a Theological Chair for the said University, or to aid such other Funds of the said Victoria College as its said Trustees may think best;" and, whilst tendering their warmest thanks to the estimable Executrix and Executors for the cheerful and prompt payment of this Legacy, this Meeting devoutly recognises the Hand of God in moving the heart of our dear departed Brother to the presentation of this sum for consecrated learning, at a time when connexional efforts were put forth to place in a position of greater efficiency, by an Endowment from voluntary offerings, which would constitute a steady and perpetual income for the maintenance of the University.

In moving the resolution, the Reverend Doctor Evans made touching allusion to the fact that the late Mr. Jackson had been converted to God by the instrumentality of his sainted Brother, the Reverend James Evans. He also mentioned how he had, in an emergency, when in British Columbia, written to Mr. Jackson, telling him of the state of things on the Mission, when he sent him at once $1,000.

The Reverend Doctor Nelles in seconding the resolution, gave a very eloquent and graphic sketch of Mr. Jackson's character. After which,

The Resolution was carried with great acclamation.

The following Letter from Mrs. Jackson was also presented:—

You will have received this day from the Executors of the Estate of my late Husband a Legacy of Ten Thousand Dollars to aid in establishing a Chair of Theology for said University, or to aid the Funds of said University in such way as the Trustees may think best. Understanding that such a Chair of Theology has been established, and that it is your intention to apply the said Legacy to its endowment, I would ask your acceptance of the enclosed cheque being a further sum of Ten Thousand Dollars to be applied to the same endowment.

Praying that the Divine Blessing may rest upon the Institution of which you have charge.

HAMILTON, June 8th, 1874. LYDIA ANN JACKSON.

After the reading of this Letter, it was moved by the Reverend Doctor Ryerson, seconded by the Reverend John Potts, supported by Reverend Samuel Rose, and

Resolved, That this Meeting feels itself highly honoured in being the medium of communication to the Board of Management of Victoria College of the spontaneous gift of an additional Ten Thousand Dollars, from Mrs. Lydia Ann Jackson, to be appropriated in aid of the endowment of a Theological Chair in the College. Throughout an extended life, the home of Mr. and Mrs. Jackson has been ever open to the Ministry of the Church, to which they were unwaveringly attached, and, for the prosperity of all her Institutions, they have been among the foremost of willing and generous supporters. The death of Mr. Edward Jackson awakened sympathies and regret far beyond the boundaries of Ontario, giving assurance that prayer would not be wanting on behalf of her, who was called to realise the sorrow and loneliness of widowhood. In presenting to Mrs. Jackson the heart-felt thanks of this Meeting for this unprecendented and generous gift, they assure her that the most scrupulous regard will be paid to the wishes of herself and her late much esteemed husband in the application of the Interest of the Investment of this Twenty Thousand Dollars; and whilst giving praise to God, for this material evidence of love to His work, and expressing their gratitude to her personally for this handsome donation; devoutly pray that the richest consolations of Divine Grace may continue to be her portion here, and after years of useful and happy toil in social life, a joyous union may be effected with "Those who have gone before" in the higher life above.

It was moved by the Reverend Doctor Enoch Wood, seconded by the Reverend Professor Burwash and,—

Resolved, That this Annual Meeting would respectfully suggest to the Conference and to the Board of Management of Victoria College the graceful propriety of providing some monumental record of the name and excellencies of Brother Edward Jackson, and to perpetuate the remembrance of these munificent donations, and that a Committee be formed to carry out this desirable object. The Resolution was very heartily carried.

The usual Reports were presented by the Treasurers and Agents and also by the Trustees of the Endowment Fund.

Mr. William Kerr, M.A., M.P., addressed the Meeting, and, on motion of the Reverend E. H. Dewart, seconded by Reverend Doctor Anson Green it was,—

Resolved, That the several Reports now presented be adopted.

It was moved by the Reverend Doctor Samuel S. Nelles, seconded by Doctor Lachlin Taylor and,—

Resolved, "Whereas, in view of the division of Conference, it is expedient to place the University of Victoria College under the control of the General Conference,

and to invest the General Conference with powers similar to those now possessed by this Annual Meeting," therefore, be it,—

Resolved, That the College Board is hereby instructed to prepare and submit to the General Conference such amendments to the College Charter as may be required under the proposed new organization, and that the General Conference be authorised to apply to the Parliaments of the Dominion and of Ontario for the necessary legislation on the subject.

The Reverend Doctor Nelles informed the Meeting that, in a Letter just received from Mr. J. H. Dumble, LL.B., of Cobourg, he learned the fact, that that gentleman had generously established a Scholarship in the College of the value of Eighty dollars a year. The President was instructed by the Annual Meeting to convey to Mr. Dumble the thanks of the Annual Meeting for this act of generosity.

On motion, the thanks of the Meeting were tendered to Mr. William Kerr, M.A., for his valuable services as Treasurer of the University.

July 22nd, 1874. The Reverend Richard Jones and Mr. William Kerr, M.A., M.P., were reappointed Treasurers, of the College, and the Reverend Samuel Rose and Mr. John Macdonald, Trustees of the Endowment Fund.

Moved by the Reverend Doctor S. D. Rice, seconded by Reverend E. H. Dewart, and,—

Resolved, That the Reverend Samuel Rose and Messieurs John Macdonald, William E. Sandford and Dennis Moore be a Committee to invest the Twenty Thousand Dollars given to the University by the late Mr. Edward Jackson and his Widow, Mrs. Jackson.

That the interest arising from the investment of the said Twenty Thousand Dollars be appropriated to the payment of the salary of the Professor of Theology in the University, at present entitled the Chair of Biblical and Systematic Theology, and the said Chair be designated the "Edward Jackson Chair of Theology."

That the Reverend Samuel Rose and Mr. John Macdonald be authorized to deposit the Securities of the investment of said $20,000, for safe keeping, in the Bank, to collect the interest of the same, and to transmit it to the College Treasurers, as in the case of the interest arising from the ordinary Endowment Fund of the University.

A Letter was read by the Secretary from several Members of the Faculty of Arts, asking for an increase of their Salaries. After some discussion, the President of the College was instructed to meet the Professors and assure them of the recognition on the part of the Board of the justice of their claim to such an increase, and to inform them of the intention of the Board to reconsider the subject after the Meeting of the General Conference in September next, in the hope that some plan may be devised by the General Conference to increase the current income of the University.

Moved by Reverend Richard Jones, seconded by the Reverend S. S. Nelles and,—

Resolved, That the Members of the Board in Cobourg with the Reverend Doctor Wellington Jeffers, and Mr. J. W. Kerr, M.A., be the Committee of Finance for the ensuing year, and that the Committee meet on the second of each month in the College for the transaction of business.

That all matters, (*ad interim*,) affecting the finances of the College in the ordinary work be submitted to the Committee and be sanctioned by it before any expense be incurred.

The Secretary laid before the Board the substance of a Letter from the Reverend T. S. Keough, Financial Secretary, intimating an unwillingness on his part to discharge the duties of his office at a less remuneration than Three Hundred Dollars a year. After some consideration of the matter the Treasurers and Trustees of Endowment Fund were instructed to make some more economical arrangement for keeping the Books, and to secure the services of competent professional Book-keepers.

The Reverends J. H. Johnson, M.A., and J. C. Ash were reappointed Agents of the College, with the salaries of the last year.

The Members of the Board residing in Cobourg and Toronto were appointed a Committee on revision of the College Charter, with instructions to report to the Board prior to the Meeting of the General Conference.

That the Agents of the College be instructed to make their Returns directly to the Trustees of the Endowment Fund, and to report the names of all subscribers to the Fund, with the respective amounts subscribed, for insertion in the Endowment Books.

The Secretary of the Board submitted the following Report of the Committee on the Medical Department at Toronto:—

The Committee, to which was referred the financial organisation of the Medical Department at Toronto report as follows:—

1. That it is expedient to meet the financial difficulties of the Medical Department by the formation of a Joint Stock Company.

2. That the amount of Stock be $12,500 in Shares of $25 each.

3. That $1,250 be credited as paid up Stock to the College Board and $1,500 to the Faculty in view of the respective sums already advanced on the Property of the School by these parties.

4. That the Shareholders have power to elect twelve Directors, who shall be authorised to nominate the Dean, Professors and Lecturers of the School. The appointment of these Professors and Officers to be with the Board of Trustees and Visitors.

5. No one to be a Director unless holding four Shares.

6. That 20 per cent. of the Stock be payable at 30 days, and ten per cent. on the 20th of October, and that no other call of more than ten per cent. be made at less intervals than six months.

7. That Mr. J. E. Rose be employed to prepare a Draft of Bill to alter the Charter of the College to be submitted at next Meeting of Legislature of Ontario.

The Report was adopted, and the Members of the Board in Toronto, the President of the College, and Doctors Canniff and Archibald were appointed a Committee to prepare and procure the passing of the Bill through the Legislature, necessary to give legal effect to the above scheme.

The Dean of the Medical Department, with Doctors Archibald and Barrick, having been present during the discussion of these matters, the Dean presented to the Board a list of nominations for the Medical School during the ensuing year. The nominations, being the same as those printed in the Circular of the School, were accepted by the Board, but the following special Resolution was adopted in the case of Doctor Richardson:—

Moved by Reverend Samuel Rose, seconded by Reverend E. H. Dewart and,—

Resolved, That Doctor C. V. Berryman having ceased to perform the duties of his Chair during the past year, his place he declared vacant and Doctor S. R. Richardson be appointed in his stead.

The Secretary of the Board was instructed to communicate the substance of the above Resolution to Doctor Lavell, President of the Medical Council of Ontario, and also to Doctor Berryman.

October 27, 1874. The President of the College informed the Board that he had given the necessary notice of application at the next Meeting of the Ontario Legislature for amendments to the University Charter, in accordance with the Resolutions passed by the last "Annual Meeting" and the General Conference of the Methodist Church, at its late Session in Toronto.

After careful consideration the following points were agreed upon as the amendments to be asked for:—

1. The General Conference of the "Methodist Church of Canada" to be invested with the powers heretofore possessed by the "Annual Meeting of Victoria College."

2. The Members of the College Board, to be appointed, to hold office for four years.

3. The distinction between Trustees and Visitors to be abolished, and the Board to be called the Board of Trustees, or Directors.

4. The Quorum of the Board to be seven, and of the Senate to be nine.

5. Meetings of the Senate to be called, as heretofore, by the President of the University, on notice sent to each Member of the Senate.

6. The Board to make a yearly Report and annually present a duly audited Financial Statement of the College to the General Conference of "The Methodist Church of Canada" at every regular Quadrennial Meeting of said Conference.

7. The Board to have power to fill vacancies that may occur during the intervals of the General Conference.

8. The Solicitor of the University, Mr. William Kerr, M.A., to prepare a Memorial and Draft of Bill for the Legislature, in accordance with the above modifications, such of the Members of the Board in Cobourg to be a Committee to superintend the preparation of the same, and to decide upon such points of detail as may require consideration.

9. The Reverend Doctor Anson Green, Mr. W. Kerr and the Reverend Samuel Rose to be a Committee to attend to the passage of the Bill through the House of Assembly.

10. The Clause in the present Charter, providing for Members, *ex-officio*, to be repealed.

The question of giving an increase of Salaries to the Professors, laid over from previous Meetings, was taken up, and, on motion of the Clerical Treasurer, seconded by Mr. J. H. Dumble, and supported by Mr. W. H. Gibbs, it was,—

Resolved, That the Salary of each Professor in the Faculty of Arts be fifteen hundred dollars a year, and that of the President, two thousand, with Rooms in the College as heretofore. The sum of One hundred dollars to be added to the Salary of Mr. Richard Wilson, M.A., Classical Tutor, making his Salary Six hundred dollars per annum.

Some difficulty having arisen in completing the new organisation of the Victoria Medical School, the matter was referred by the President of the College to the Board,—the Dean of the Medical Faculty, (Doctor Canniff), and Mr. John Edward Rose having been invited to be present. The Dean, not being present, the case was presented by the President of the College and Mr. J. E. Rose, as Solicitor for the School, after which it was unanimously,—

Resolved, By the Board, that the Charter of the School should contain the clause, giving the Board the appointment of the Professors, in accordance with the position taken by the President and the Report of the Joint Committee, as adopted by the Board at its Meeting on the 22nd of July last.

November 19, 1874. The Secretary read to the Board a Communication received from Doctor Archibald, Secretary of the Medical School, stating the financial embarrassments of the School, and asking for aid to the amount of some $1,200 per annum and a free Building for the use of the School, also the conditional resignation of the Professors.

The Secretary also read to the Board a Letter from the Dean of the Medical School, written on the 26th of October last, and received by him on the 28th, the day after the last Meeting of the Board. The Dean's Letter contained a number of complaints and accusations against the Board, and expressed a determination not to attend the Meeting of the Board on the 27th of October.

After a full and careful consideration of these Documents the following Resolutions were moved by Reverend Richard Jones, seconded by Reverend E. H. Dewart, and unanimously adopted:—

1. That the Dean is under an altogether erroneous impression in supposing that there has been any unfriendly feeling towards himself, or the School, on the part of any member of the College Board.

2. That there has been no disposition to offer opposition to the Charter, creating a Joint Stock Company for sustaining the School, provided the important conditions agreed upon between the Board and the Representatives of the School be inserted in the Charter.

3. That the Board regret the proposed resignation of the Medical Faculty, and the threatened closing of the School, but are of the opinion that neither the original terms, under which the School was connected with the University, nor the conditions upon which the Endowment Fund of the College was raised, nor the financial resources of the University, warrant the Board in undertaking to supply the financial help asked for by the School.

4. That a Committee be appointed to ascertain the financial condition of the property now occupied by the School, and, in case the Faculty should finally determine to close the School, that the Committee take possession of the Building.

The President of the Toronto Conference and the Chairman of the Board, (the Reverend Doctor Enoch Wood), and the Reverends Samuel Rose and E. H. Dewart were appointed to compose this Committee.

The Secretary of the Board having informed the Board, that, through the efforts of Professor Reynar, and the liberality of Doctor Punshon and other friends in England, a valuable Telescope had been procured for the University. The Secretary was instructed to convey to these Gentlemen the cordial thanks of the Board.

The Secretary was also instructed to convey a similar expression of thanks to the Reverend Doctor F. J. Jobson for a handsome donation of Books for the College Library, including all the publications of the Wesleyan Book Room and some additional works of value.

The President referred with great satisfaction to the system of education now being thus perfected by gifts and donations by Members of the Methodist Church. He had hopes that in various places similar Institutions of learning may spring up.

The following is the Report of the Faculty of Theology in Victoria University which was presented:—

To the Board of the University of Victoria College:—

Your Faculty have much pleasure in presenting a Report of the work with which they are charged. That work has been attended with increasing success; the number of Students enrolled in the Faculty is thirty-nine, being larger than in any previous year. Of these, thirty-two have been resident Students attending lectures. The remaining seven have presented themselves for examination for the degree of B.D., two in the first year, two in the third, and three in the fourth. Of the resident Students nine are reading for a Degree, seven in the first, two in the second year.

The attendance upon the various Lectures of the Course has been as follows:—Biblical and Systematical Theology, 8; Wesley's Sermons, 8; Angus's Bible Hand Book, 6; Biblical History, 10; Greek Testament, 11; Junior Hebrew, 8; Senior Hebrew, 8; Elocution, 10.

In addition to these Lectures, the Students have availed themselves of the Lectures of the Faculty of Arts, in Metaphysics, Logic, Classics, Rhetoric, and Natural Science. Those who required Elementary English, or Classics, have taken advantage of the Classes on these subjects in the Cobourg Collegiate Institute.

The final examinations were conducted, with the assistance of the Reverends E. H. Dewart, E. B. Ryckman, M.A., and W. H. Withrow, M.A. The majority passed in the First Class, and the other approaching closely to it. A large number presented themselves for the Conference Preliminary Examination, of whom nine intend to enter the work of the Ministry this year.

We are pleased to report that three gentlemen have passed a successful final examination, and have been recommended to the Senate of the University for the Degree of Bachelor of Divinity. Signed on behalf of the Faculty.

TORONTO, June, 1874. N. BURWASH, Dean.

VICTORIA COLLEGE TREASURERS' REPORT OF 1873-1874.

The Treasurers of Victoria College, in presenting their Annual Report, wish to say that, from circumstances which have come under their observation during the year, they have reason to believe that there is a growing interest in the University as a Denominational Institution, doing its part in promoting the welfare of the Dominion and the prosperity of our Church. Therefore, we believe that the day is not far distant when the generous contributions of our friends, with such assistance

as the Conference can give, will place it beyond the possibility of financial embarrassment.

Slowly, but surely, are the arrangements coming to a successful issue, which were entered into a few years ago to raise a College Endowment.

We are warranted in making this statement from the fact that the newly-appointed Agent, the Reverend J. H. Johnson, M.A., has obtained, since the last Conference, some $31,000 of reliable subscriptions; and also, by the successful efforts of the Reverend J. C. Ash, in collecting subscriptions long since due, the securing of which, at this late date, is no easy task. The success, in both cases, is such as to warrant us in believing that we are not very far from the realization of our cherished hope of having the College well endowed. But, until this is done, your Treasurers, on whom the responsibility of raising funds to meet present demands is made to rest, must necessarily find themelves at times painfully embarrassed. During the past year this has been the case more than has been the case for two, or three, of the previous years.

The reason for this may be seen in the loss of some sources of income which we have been accustomed to regard not only as permanent, but also as likely to increase.

The effect of this loss would have been much more seriously felt had it not been for the assistance which we have received from the December and February collections. The debt, however, which is the accumulation of the arrearages of past years, is gradually disappearing. Two years ago it was $11,083.49; it is now $8,412.25.

But, although our Income has not been so large as it ought to have been, yet two years ago the Board considered that justice demanded an increase of Salary to the Professors; and this, with other additions to the expenditures this year, renders it utterly impossible for the Treasurers to present as cheering a Report of their financial condition as they would like to do. However, we think our financial prospects are brighter.

Since we commenced raising the Endowment Fund we have paid some Five thousand dollars to meet extraordinary expenditure, such as urgent circumstances demanded.

When we presented our last Report we supposed that some special efforts would have been made to meet the addition to our expenditure in supporting a Theological Department; but as none were made we have had to advance the amount.

At the Board meeting held in May, 1873, the President of the University was requested to visit the Institutions of Learning in Great Britain and the Continent of Europe, so that he might become better acquainted with their mode of teaching, and, at the same time, to secure for our University the services of a first-class Professor for the Chair of Natural Science. His success in carrying out this request has been all that could have been expected.

Doctor Haanel, who is now in that Chair, is a great acquisition to the teaching staff of the University, and is making his department as efficient and popular as the limited accommodations and Scientific Apparatus will allow.

These arrangements, however, have increased the expenses of the year. Yet we are not discouraged. For, if, with the comparatively limited income of the year we have succeeded so well, may we not hope that another year we shall do better? Although additional expenses will be necessary in procuring enlarged accommodation, with such materials as will make the department of Natural Science all that we desire it to be, yet our income will be greater than it has been. At least one-half of the subscriptions obtained during the year will be due next November; and, when safely invested, and the interest added to other sources of income, will enable us to meet all ordinary demands.

We, therefore, think that we have good and sufficient reasons for thanking God and taking courage.

TORONTO, June, 1874.

RICHARD JONES,
WILLIAM KERR, } Joint Treasurers.

Mr. William Kerr, M.P., Co-Treasurer of the University, submitted the Financial Statement, and briefly addressed the Conference on the duty of completing the work of College Endowment, and also on the very cheering prospects which lay before them.

From the published Accounts, it appears that the whole working expenses of the College for the year were $9,131, while the Receipts from all sources during the same period were $8,463. The existing debt which has been in process of liquidation for the past few years, is now down to the low sum of $8,613. The Endowment Fund, which last year exceeded $90,000, has been augmented, through the successful agency

at work during the year, to upwards of $125,000, exclusive of the combined Jackson Legacy and gift of $20,000 paid to the College Treasurer this day.

On motion of the Reverend Doctor Anson Green, the Reports submitted to the Conference Annual Meeting of the College were accepted.

A vote of thanks to Mr. William Kerr for his valuable service as Co-Treasurer was moved by Reverend N. R. Willoughby, seconded by Reverend E. H. Dewart and unanimously carried.

PROCEEDINGS OF THE HAMILTON CONFERENCE OF 1874 ON EDUCATIONAL MATTERS.

There has been, year after year, a growing conviction in the minds of both our Ministers and People of the importance of our educational work to the future extension and stability of our Church. This year this feeling received a new impulse. Not only by the Conference giving its sanction to the inauguration of a new educational institution at Whitby, but also by the presentation of the munificent gifts of the late Edward Jackson and his devoted Widow, for the endowment of the Theological Department in Victoria University. Such a thing as the gift of Twenty Thousand Dollars from a twofold, but practically from one source, for Church purposes, has never before been witnessed in the History of Canadian Methodism. . . . And, as the Reverend Doctor Nelles, justly observed, it is alike encouraging and suggestive that, almost the first of our Laymen who had died in possession of large pecuniary means, so liberally remembered our educational work. In the liberal thing devised by our lamented Brother Jackson, "he being dead yet speaketh," he has set a noble example to men whom God has prospered and entrusted with the Stewardship of wealth. The Candidates instructed and trained through the provisions of this Endowment will continue to bless and elevate Canada, for generations after those who have given up their wealth for so good an object have past from the trials and toils of Earth, to the unbroken felicity of Heaven.

The project of removing Victoria University from Cobourg to Hamilton, which was so favorably received by a majority of the Graduates at the recent Meeting at the Convocation, was still further discussed during the Conference, and has been referred to the General Conference. On behalf of Cobourg, it may be said that the locality is healthy and pleasant, and that it would seem almost ungrateful to friends like Mr. William Kerr, and Mr. J. H. Dumble, who have taken so deep an interest in the College, to remove it from there. But, on the other hand, although the College has been a great benefit educationally and commercially to Cobourg, the Town has neither the will nor the power to give any important support to the College, such as a City like Hamilton would give. The fact that the removal of the University would be a privation that would be very much felt by Cobourg is a secondary consideration compared with the interests of the College itself. The main consideration is, what would be best for the Institution itself? And there can be little room to question that, if the University was established in suitable Buildings in Hamilton, it would receive a patronage and support from Hamilton and vicinity, such as it cannot hope to get from Cobourg. The movement has not been inaugurated, as some think, merely to stimulate the zeal and liberality of Cobourg; but in good faith, because it is believed by many that it would promote the prosperity of the Institution. On the part of the Members of the College Board, and of the Conference, there is, so far as we know, no strong feeling either way. But the conviction is pretty general, that if the People of Hamilton make an offer, that would make it worth while removing the College, there is no strong reason against the change of location. If the City of Hamilton contribute what will provide commodious Buildings there is every probability that the offer will be accepted. If the citizens of Hamilton, Methodist, and those who are not Methodists, do not do so, they will hardly show their usual business sagacity. The literary advantages of such a University to Hamilton, and the annual

expenditure of money it would occasion, would warrant the Hamiltonians in doing a goood deal to obtain such an advantage. Nor should it be forgotten that the money given for such a purpose would be nearly wholly expended in the City. The whole question will be taken into consideration at the General Conference in September; and doubtless decided with reference to the best interest of the University.

SPECIAL COMMITTEE OF THE LONDON CONFERENCE AND THE EDUCATIONAL SOCIETY,—LETTER FROM THE REVEREND JAMES GRAY.

In order to carry out the objects contemplated, and fully to organize the Educational Society in this Conference, it was agreed that a meeting of the Educational Committee should be held, and that all the Members be notified to attend. A full attendance was present at the time appointed—one Member only being absent.

It was moved by the Reverend G. R. Sanderson, seconded by Mr. Dennis Moore, and,—

Resolved, "That this Committee does hereby appoint a District Educational Committee for each District, to consist for the present, of the Chairman of the District, the Superintendent of the Circuit, and one layman, (selected by him,) from each Circuit and Mission on the District, which District Committees shall arrange for all meetings of the Educational Society within the bounds of their several duties." . . . In a Letter from the Reverend James Gray, he said: By a reference to the "Journal of Proceedings of the Methodist General Conference," it will be seen that a well considered and comprehensive scheme for the maintenance and extensions of our educational work in Canada has been adopted by that Body. All true patriots and loyal Methodists will, I think, consider this movement as wise and necessary, far reaching and beneficial in result. The Methodist people have always, as it is known, taken a prominent part in promoting the educational work of the Country. I hope, like Drummers in the British Army, they will never learn to beat a retreat. We have in this Country numerous Institutions for the purpose of promoting education. Our Indian Schools, 31 in number, are supported by the Missionary Society. At the head of these is our Industrial Institution at Muncey, where between 30 and 40 Indian Boys and Girls are boarded, clothed and taught. In addition to an English education the Boys are instructed in Farming and the Mechanical Arts, and the Girls in all the accomplishments necessary to Housekeeping. Then, we have our Proprietary Institutions, consisting of Wesleyan Female College at Hamilton; the Wesleyan Institute at Dundas; the Wesleyan College at Stanstead and Ontario Ladies' College at Whitby. The Conference appoints a Governor to each of these Institutions, and takes an active interest in their management, but is not financially responsible for their support. And, lastly, we have the following Institutions, which are the property of the Connexion, and entirely under its control: Victoria University, Cobourg, Mount Allison College and Academies; the Wesleyan Theological College at Montreal; and a prospective Institute for the French Canadians. For the support of this last class of Institutions we are financially responsible, and it is to meet these responsibilities that the Methodist Educational Society is formed. It is estimated that, in addition to present available resources, $15,000 will be annually required to meet the necessities of our educational work. Meetings are to be held throughout the Connexion, from year to year, similar to our Missionary Meetings. By the action of the Executive Committee of the London Conference, a Board has been created, which has formed a Committee in each District to make arrangements for holding these Meetings. The Chairman of each District in the London Conference is expected to call the Committee Meeting together as soon as practical to perform its work. I hope that the London Conference, which has already taken the lead in collections for General Conference expenses, will maintain the prestige it has secured by liberal contribution to the proposed Educational Society.

Toronto, November 1874. James Gray.

Two large Committees of the Conference were appointed to consider the subject,—of the Educational Institutions of the Church, and the other on the Course of Study to be pursued by Candidates for the Ministry of the Methodist Church.

From the Report of the Committee on the Institutions of the Church it appears that there are under the government of the Methodist Church two Institutions with University powers, Victoria College, of Cobourg, the one conferring degrees in Arts, Science, Theology, Law and Medicine; and the other to be Mount Allison Wesleyan College of New Brunswick, conferring degrees in Arts, Science and Divinity. The total number of University Students enrolled in these Institutions last year was about three hundred and fifty. Each of these Institutions has its Faculty, or Chair, of Theology. Besides these, a Theological College with a handsome Endowment was two years ago established in the City of Montreal. As feeders to these Institutions there are the following higher Schools for Boys; the Wesleyan Collegiate Institute at Dundas; the Wesleyan Collegiate Institute of Manitoba; the Stanstead Wesleyan College, in the Province of Quebec; and the Mount Allison Academy, in New Brunswick. The attendance on these Institutions has approached two hundred and fifty during the last year. We have next the circle of Ladies' Colleges; the Wesleyan Female College of Hamilton; the Ontario Ladies' College, Whitby; the Ladies' Department of the Stanstead Wesleyan College; and the Mount Allison Ladies' Academy. The attendance in these Institutions at the present time is not less than four hundred. The Methodist Church has thus undertaken the responsibility of educating, under her fostering care and influence, no less than one thousand of the young men and women who are to stand foremost in culture, wealth, social and political influence in our Country, during the next fifty years. This involves an annual expenditure of probably not less than Two hundred and fifty thousand dollars, ($25,000) per annum. This is a worthy counterpart to the fact that the same Church spends One hundred and fifty thousand dollars, ($150,000) annually in her Missionary work.

Of course, the greater part of the expenditure on Education is provided by the private resources of those immediately benefited; but when we remember that ten, or twenty, per cent. of these thousand Students are young men struggling with narrow circumstances in the effort to educate themselves for the Christian Ministry, it will be seen that the general contributions of the Methodist Church must assist and encourage these worthy efforts after the highest Christian culture. Probably nearly half a Million dollars, ($500,000,) have already been contributed by the Methodist Church of Canada, for the foundation and Endowment of these Educational Institutions, and now we find her about to make a still more worthy effort to maintain them in a state of efficiency worthy of the advanced science and noble liberality of the age.

The Educational Society of the Methodist Church proposed to be established for this purpose, is formed upon the model of her Missionary Society. It contemplates an annual appeal to the Church to maintain her great work of Christian education. For this purpose, contributions are to be taken up in every Church throughout the Dominion. The funds, so raised, are to be applied to the following purposes:—first, to provide for the careful direction and prosecution of the Studies of all Candidates for the University of Victoria College: second, to assist such Candidates in attending the Colleges, or Theological Schools; third, to supplement the Endowments of the Theological Schools and Universities; fourth, to aid in maintaining Seminaries of Learning in Mission fields, such as Manitoba and the French Canadian work.

The Conference scheme discriminates between two distinct classes of institutions, in the success of which we are almost equally interested, videlicet, those for which a local proprietory are financially accountable, and those which are the property of the Connexion, and for whose maintenance it is directly responsible.

In the former class are the Female College at Hamilton, the Collegiate Institute at Dundas, the Stanstead College and the Ladies' College at Whitby. These are

expected to be self-supporting from the attendance of the Pupils, and need only the connexional patronage to make them completely successful.

In the second class are the University of Victoria College with its Theological Department, the Theological Institute at Montreal, the Mount Allison College and Academies, and the Collegiate Institute at Manitoba. For these something more than a mere student patronage is necessary. No one ever heard of a University, College, or Theological Institute being self-supporting. They always, and everywhere, require a large Endowment, or an annual subsidy for their maintenance. Our Provincial University at Toronto, and many of the Colleges in Europe and the United States have immense landed property, from which an annually increasing revenue is derived. Our Connexional Institutions have no such sources of revenue, and are, therefore, largely dependent upon the Christian liberality of their friends for their efficient support. The time for the discussion of the question as to the Connexional necessity of the Institutions has long since passed. Their record of distinguished usefulness to the Methodist Church in the future, are the demonstrations of the far seeing wisdom of their establishment, and of the imperative need of their continuance.

The General Conference meets the case by making provision for the formation af an Educational Society, somewhat after the manner of our Missionary Society. Its management is to be vested in a Central Board, with branch societies in each Annual Conference. Public meetings shall be held on each Circuit, or Station, each year, at which, says the Constitution:—"Full information as to our educational work shall be laid before our people, and contributions taken up on behalf of the funds of the Society. On the preceding Sabbath," it adds, "Sermons on Education shall be preached in all our Churches and preaching places, and collections made for the Society." The scheme will no doubt commend itself to the intelligence and liberality of our generous-hearted people throughout the Connexion. By its adoption, the support of this most important interest will be, not that of an intermittent spring, but that of a perennial fountain flowing from an exhaustless source.

ANNUAL ADDRESS OF THE CONFERENCE RELATING TO VICTORIA COLLEGE, 1874.

We acknowledge, with devout gratitude to God, the signal favour which has attended our efforts as a Church to provide for the higher education of our young people. Our University at Cobourg was never more flourishing, nor gave promise of greater usefulness. The Ladies' College at Hamilton has had a year of marked prosperity. The College for both sections of the Province, at Stanstead, Lower Canada, has, during the year, been opened with very encouraging prospects. The same pleasing reference may be made in respect to the Collegiate Institute at Dundas; while, even from Manitoba, there have come the glad tidings of success in the establishment at Winnipeg of a similar Institution of Learning. The Theological Institutes of Cobourg and Montreal will very greatly increase the efficiency of the Ministry of the Church. We commend all these enterprises, not only to your prayerful sympathies, but also to your patronage and material support. As an additional stimulus to your patriotic zeal for the Wesleyan training of our youth, we have pleasure in referring to the "Ontario Female College," at Whitby, which it is proposed to open in the fall of this year.

CONSTITUTION OF THE EDUCATIONAL SOCIETY OF THE METHODIST CHURCH OF CANADA, ADOPTED BY THE GENERAL CONFERENCE.

Article I.—This Society shall be known as "The Educational Society of the Methodist Church of Canada."

Article II.—The objects of this Society shall be to assist in maintaining our Universities, Theological Schools, and Higher Mission Schools; to defray the expenses

of the Examination of Candidates for the Ministry in our Church; and to aid such Candidates in obtaining an education.

ARTICLE III.—All subscribers of Five dollars per annum, and upwards, shall be Members of the Society, and entitled to a copy of the Annual Report.

ARTICLE IV.—The management of the Society shall be vested in a Central Board, composed as follows:—The President of the General Conference; one Layman from each Annual Conference, to be appointed by the General Conference, to hold office for four years; one Minister from each Annual Conference, to be elected annually by such Conference, and to be the Treasurer of the Society for his Conference; and also the Head of each University, and of each Theological School.

ARTICLE V.—A branch of the Society shall be organized in each Annual Conference, under the management of a Committee of such Conference, composed as follows:—The President of the Annual Conference, the Members of the Central Board within the bounds of the Conference; and four Ministers and four Laymen, appointed by the Annual Conference.

ARTICLE VI.—Sermons shall be preached on behalf of the Society, and collections taken up in aid of its funds, in all of our Churches and preaching places, at some time in February, or April, in each year.

Meetings shall be held on each Circuit, or Station, at which the claims of our Educational work shall be placed before our people, and contributions taken for the funds of the Society.

ARTICLE VII.—The Central Board shall meet annually in the month of July, for the transaction of the following business:—

First, to make appropriations to defray the expenses of the Examining Boards of our Conferences and Colleges.

Secondly, to appropriate to each Conference a sum to aid Students appointed by each Conference to attend College.

Thirdly, to make appropriations according to the claims and wants of each University, Theological School, and Missionary Institute.

Fourthly, to determine the proportion of Students to be sent each year to each College from each Conference.

The Central Board shall appoint its own Secretary and Treasurer, and in the absence of the President of the General Conference, elect a Chairman *pro tempore*.

They shall fill vacancies occurring in the lay portion of the Board, and shall appoint the time and place of their next meeting.

They shall publish annually a Report of the work of the Society.

ARTICLE VIII.—The Annual Conference Committees shall meet annually at the time and place of the Meeting of the Annual Conferences respectively, for the following purposes:—

1. To consider the cases of all Candidates recommended to attend College by the District Meetings, and report to the Conference as to the amount of aid to be given to each, and the College he shall attend, in harmony with the arrangement of the Central Board.

2. To appoint a deputation to each District to attend Meetings on behalf of the Society.

3. To arrange for a public Anniversary Meeting of the Society, in connection with the Session of each Annual Conference.

That this Constitution be published in our Discipline, and the collection for the Educational Society shall be inserted in all places with the collections for other Connexional Funds.

That all Professors of Theology in our Institutions be appointed by the General Conference, or, *ad interim*, by its Executive Committee, on nomination of the governing Board of each Institution.

At a Meeting of the General Conference, Mr. Robert Wilkes, M.P., offered the following Resolution:—

Resolved, Whereas it is of the greatest importance to our people that uniform superior female education should be afforded to their children, of such a sort as shall command their confidence, -that shall be reasonably accessible—and that shall be at the lowest possible price. It is hereby,—

Resolved, 1st. That this Conference, in order to realize the above objects, recommends the adoption of some suitable plan which shall include existing Institutions, but which shall be sufficiently comprehensive to bring the advantages sought within the reach of the largest possible number of our people.

2nd. That the above Resolution be referred to the early and favourable consideration of the Central Board of Education. On motion, the consideration of said Resolution was referred to the Central Board of Education.

The Reverend Professor N. Burwash, from the Committee on Education, submitted the following Report, which was adopted:—

I. That, having carefully considered the Charters of our various Connexional Educational Institutions, the Committee recommend the following changes, to meet the requirements of our new Church organization.

1. That for the University of Victoria College, in Cobourg, and the Mount Allison Wesleyan College and Academies, the power of appointing the Board heretofore vested in the Annual Conference of the Wesleyan Methodist Church in Canada, and in the Conference of the Wesleyan Methodist Church in Eastern British America, be vested in the General Conference of the Methodist Church of Canada. That these Boards hold office for four years, from one General Conference until that next succeeding.

2. That for the Wesleyan Female College in Hamilton, the Wesleyan Collegiate Institute, Dundas, and the Stanstead College, the Clerical Directors heretofore appointed by the Annual Conference of the Wesleyan Methodist Church in Canada be appointed by the General Conference of the Methodist Methodist Church of Canada, to hold office for four years, from one General Conference till that next succeeding. That any vacancies which may occur in the interval between one General Conference and another shall be filled by the Executive Committee of the General Conference.

That the Board of Directors of each of these Institutions may nominate a Member of any Annual Conference of our Church as Governor of such Institution, and such Annual Conference shall have power to appoint the Person so nominated.

That whenever the Charter of the Ontario Ladies' College in Whitby shall be assimilated to those of our other proprietary Institutions, the foregoing provisions shall also apply to it,—the General Conference Executive Committee appointing the first Clerical Directors.

II. That we find the following Institutions to be the property of the Connexion, and entirely under its control:—

The University of Victoria College, Cobourg.
The Mount Allison Wesleyan College and Academies.
The Wesleyan Theological College, Montreal.
The Wesleyan Institute of Manitoba.

That, in addition to these; we would recommend the establishment of an Educational Institution for the French Canadian Mission work on the basis herewith submitted.

III. That after careful consideration of the financial condition of these Institutions, we find that the sum of Fifteen thousand dollars, ($15,000,) per annum, in addition to all present available resources, is necessary to secure their efficiency for the educational work of our Church.

IV. That to provide such necessary funds, an Educational Society, similar to our Missionary Society, be formed, upon the basis of a constitution herewith submitted.

Toronto, September, 1874. Egerton Ryerson, President of the Conference.

ADDRESS OF THE PRESIDENT OF THE GENERAL CONFERENCE TO THE MEMBERS OF THE METHODIST CHURCH OF CANADA.

To all our Educational Institutions, whether male, or female, including Academies, Colleges, and Universities, unity and identity of interest and supreme control, with local discretion of management, have been given by the deliberations and decisions of the General Conference; all these agencies of intellectual and moral culture are thus

handmaids of religion,—imparting a thorough Christian and practical education to the Sons and Daughters of our people for important positions in social life, for the different professions, and providing also for the systematic Theological training and higher intellectual education of those whom God has called to the work of the Christian Ministry. The continued success of all these Educational Institutions,—one in interest and aim, and one in Religious oversight and character, and established to meet the wants of the Church and the demands of the age, as they have already so nobly done, depends upon the liberality and co-operation of the Members of the Methodist Church throughout the Dominion. If "wisdom and knowledge are to be the stability of the times" in the best ages of the Church and of the world, it becomes the Methodist Church, as a duty of the highest patriotism, as well as of the noblest Christian philanthropy, to see that the "wisdom and knowledge" taught in the Academy and the College recognizes God in Nature as in Revelation,—the all and in all of the true progress of society, and of man's highest development and happiness.

THE WESLEYAN CONFERENCE AND THE ONTARIO LADIES' COLLEGE.

The Whitby Quarterly Meeting, the Whitby District Meeting, and the Directors of the Ontario Ladies' College, having each memorialized the Conference in favour of that Institution, for which Premises have been secured in Whitby, the Conference appointed a Committee to consider and report on the whole scheme. The following Resolution was also adopted:—

Resolved, 1. That we recommend the Conference to accede to the prayer of the Memorialists, and to accept the College as a Connexional Institution, extending to it the confidence and patronage of the Conference; but without assuming in regard to it any financial responsibility.

Resolved, 2. That the College be placed under the special supervision and patronage of the Toronto Conference, with such authority to appoint Officers and Visitors as may be granted, from time to time, by the General Conference, in accordance with the By-laws of the Institution.

The Toronto Conference afterwards passed the following Resolutions:—

Resolved, 1. The Conference of the Wesleyan Methodist Church having accepted the "Ontario Ladies' College" as an Institution in connection with our Church, and having recommended the College to the patronage and supervision of the Toronto Conference, highly appreciating the liberal and successful efforts already made towards founding the Institution, and believing that the project is well calculated to meet our increasing requirements in female education, accept the trust of such patronage and supervision, and commend the College to the confidence and generous co-operation of our people.

Resolved, 2. That the Reverends Doctors Nelles and E. H. Dewart, and the Reverend W. H. Withrow, M.A., be appointed Visitors to the Ontario Ladies' College.

The Directors having requested that the Reverend J. E. Sanderson, M.A., be appointed Principal, and chief resident Officer, and thus to be responsible for the moral and domestic government, as well as education in the College, the Conference appointed the Reverend Mr. Sanderson as the Principal of the College.

The Reverend James Roy, M.A., was recommended to a professorship in the College, and his appointment was confirmed by the Directors, who congratulated themselves on securing the services of so successful a Teacher.

THE GOVERNOR-GENERAL'S VISIT TO THE ONTARIO LADIES' COLLEGE, WHITBY, 1874.

On the recent visit of the Vice-regal party at Whitby, Lord Dufferin visited the spacious Building, which has been secured for the "Ontario Ladies' College," where a

fine arch has been erected. On behalf of the Directors an Address of Welcome was presented to His Excellency by Mr. Holden, to which he made the following reply:—

Mr. President, Ladies, and Gentlemen.—In the first place I must congratulate you and those who are interested in this most important Establishment upon the acquisition of a Mansion and of an Estate so admirably adapted to the purposes to which they are about to be devoted. It is needless for me to repeat to you how deep an interest both I and Lady Dufferin take in everything connected with the Education of the youth of this Country. My views in regard to education are so sufficiently known that it is unnecessary for me to state them on the present occasion, but I cannot help saying that I take it as a most happy augury that in the Room in which we are placed there should stand the bust of one of the princes of European literature, of a man the healthiness of whose mind and the high standard and perfect taste of whose compositions it would be well if his successors in literature would imitate. I allude to Sir Walter Scott. I do not know whether it would be out of place to remark that there are dangers against which it is advisable for all those who are interested in the healthy intellectual training of the youth of this Continent, and particularly of its female youth, to guard. Of late there has sprung up a class of literature, which, in my opinion, ocntributes but very little to the advancement of those higher aspirations which it ought to be the aim and object of all literature to promote. There has arisen of late a school of Writers whose chief trick seems to be to afford amusement and create laughter by turning everything that is noble, elevated and reverenced by the rest of the world into ridicule, to substitute parody for invention, and coarse vulgarity for the tender humour of a better day. Or, if this error is avoided, a sickly morbid sentimentalism is substituted, more corrupting than absolute vice, or a historical sensationalism which is as bad as either. I cannot but think that it is a great matter that in our Schools we should take the greatest pains to maintain a standard of healthy, robust and refined taste. His Excellency concluded by thanking the authorities of the School for the flattering reference to himself contained in their Address.

VISIT OF THE GOVERNOR-GENERAL TO VICTORIA UNIVERSITY, 1874.

At Cobourg, a loyal Address of welcome was presented to His Excellency, on behalf of Victoria University, by the President, the Reverend Doctor Nelles. His Excellency replied as follows:—

Mr. President and Gentlemen,—I beg to return you my best thanks for the flattering Address with which you have honoured me. I can assure you that it is a very great encouragement to know that a body of gentlemen, who, by their position, by their intellectual attainments, by their acquaintance with those principles which regulate the conduct of affairs in constitutional States, have been good enough to express their confidence in me as a Constitutional Ruler. Of course, from time to time, occasions will arise when confliction of views will be entertained as to what may be most befitting in the Head of the State upon this, or that, particular question; but I need not assure you that it will always be my endeavour to preserve unimpaired those great principles of Constitutional Liberty and practice which have raised our Mother Country to her present high position, which have enabled her to endow so many of her Colonies with a Constitutional existence of their own, which have preserved her from those changes and calamities by which we have seen neighbouring Countries overwhelmed who have not rightly understood the principles of Constitutional Givernment. I am also very glad to have the opportunity of making the acquaintance of those Gentlemen who have contributed so much to maintain a high standard of education among the men of this Country. It is of indescribable importance that this standard of education should be continued upon the same elevation and level as that which happily distinguishes the Mother Country, and the best security for ensuring this desirable result is that highly trained Gentlemen, like yourselves, should be found ready to devote their lives, sacrifice their time, and employ their great attainments upon so noble and so vital a task.

CONVOCATION OF ALBERT UNIVERSITY, BELLEVILLE, 1874.

In addressing a Prize winner, to whom he handed a Prize, the Reverend Doctor Wild stated that the Reverend Doctor Lachlin Taylor, upon whom they had conferred the honourary degree of LL.D., had determined to present an Annual Prize of $25 for at least four years, and a donation of $50 to the Library. The business having been concluded, the Chancellor introduced the Honourable Attorney-General Mowat, who delivered a short Address. He expressed himself gratified with the reception he had met with, and remarked upon the thriving and prosperous appearance of the City,—if not yet a City, at least sure to be so in the future. When a youth, Belleville, then a small Village, was the end of his journeying westward, and he remembered that even then it contained many kindly people, more of whom doubtless resided here now. The question of aiding Denominational Colleges was one on which the opinions of politicians were divided. For his part, he believed that a great deal of good had been done by these Institutions in affording the advantages of Collegiate training to those who otherwise could not have obtained it. He rejoiced to see so many talented young men connected with Albert University, and feeling sure that such abilities as they possessed would win them a way to wealth and fame, he counselled that some of them should establish prizes, and the richest of them expend a portion of their wealth in establishing Chairs in their *alma mater*.

II. THE PRESBYTERIAN CHURCH (OF SCOTLAND), REPRESENTING QUEEN'S COLLEGE UNIVERSITY.

PROCEEDINGS OF THE BOARD OF TRUSTEES OF QUEEN'S COLLEGE, 1874.

April 30th, 1874. The Draft Report to the Colonial Committee of the General Assembly of the Church of Scotland was read and approved.

The Principal explained the plan adopted by the Colonial Committee of the Church of Scotland whereby it is proposed to select, from time to time, in Scotland, a number of promising young men with a view of assisting them in the prosecution of their Studies at Queen's College, Kingston, for the Ministry of the Church in Canada. It was moved by the Reverend Doctor John Jenkins, seconded by Doctor James Grant, and

Resolved, That, in the opinion of this Board, the plan described by the Principal is well fitted to promote the best interests of the Church in Canada, and that this Board deem it to be their privilege, as well as duty, to further the views and intentions of the Colonial Committee in the matter. The Resolution was unanimously adopted.

The Treasurer reported that, since last Meeting of the Board, he had received £200 sterling from the Colonial Committee of the Church of Scotland towards the expenses of the College for the year 1873-74.

Moved by the Reverend D. J. Macdonnell, seconded by the Reverend John Laing, and,—

Resolved unanimously, That the Board hereby record its grateful acknowledgments to the Colonial Committee for the valuable addition which, with the Committee's usual generosity to the Church in Canada, it has thus extended to the funds of this Institution.

The Treasurer having informed the Board that since its last Meeting, Mr. John Watkins, of Kingston, had handed him $140 towards the Revenue of the College for 1873-74. It was moved by the Reverend Doctor William Bain, seconded by the Reverend D. Watson, that the Board record its gratification at this additional proof of the interest which Mr. Watkins has always taken in the maintenance and prosperity of Queen's College. Carried unanimously.

Mr. George M. Macdonnall here entered, and, having signed the prescribed formula, or declaration, took his seat as a Member of the Board.

Messieurs George Davidson and George M. Macdonnell were appointed Members of the Finance and Estate Committee.

The Treasurer submitted the annual Financial Statement for the year ending on the 10th April, 1874, numbered one to five inclusive, with the Auditor's Report, which were read.

Moved by Mr. Wright, seconded by Doctor James Grant and unanimously,—

Resolved, That the Treasurer's Financial Statements number one to five inclusive, and the Auditor's Report for the year ending on the 10th of April, 1874, now submitted be adopted. That the thanks of the Board be tendered to Messieurs Creighton and Kerr for their services as Auditors, and that these Gentlemen be requested to act in that capacity for the current year. Further that the Board approves of the changes made in the investments during the past year by the Finance and Estate Committee, namely, the cancelling of a Mortgage from Mr. Jonathan R. Trumpour to the College for $4,000, and the receipt of a Mortgage on the same property from Mr. Martin Osterhout for the like amount.

The Secretary-Treasurer was instructed to append to statement Number One the following Note:—"It is to be remembered that while there is an apparent surplus of $909.89, the General Fund is in debt to the extent of $7,807.99," and to have the Statements printed in the usual form for distribution among the Members of Synod.

The Principal having brought before the Board the urgent necessity that exists for a Reading Room for the use of the Students, the Board authorized the Finance and Estate Committee to give immediate attention to this matter, and proceed in reference to it so far as practicable at their discretion.

Moved by the Reverend Doctor John Jenkins, seconded by the Reverend D. J. Macdonnell, that the Trustees, feeling it to be desirable to bring the governing body of the University into closer contact with the Professors, Graduates and Undergraduates, agree to invite them to a Banquet on the evening before Convocation next year; that Messieurs McGillivray, Michie, Croil and the Honourable Donald McDonald be appointed a Committee to raise the necessary funds, and that the Trustees resident in Kingston make all other arrangements. Carried unanimously.

The Reverend Doctor John Jenkins presented to the Board, on behalf of Professor Bell,—an applicant for the Chair of Natural History in University College, Toronto,—a request for a Certificate, or Resolution of the Board, recording its judgments of his qualifications for the office.

Whereupon it was moved by Doctor James Grant, seconded by the Reverend D. J. Macdonnell, B.D., and agreed to unanimously that the Chairman be authorized to furnish Professor Bell with the following Minute:—

Professor Bell was appointed, at the age of twenty-two, to the Chair of Chemistry and Natural History, and subsequently to the Chair of Geology in this University, and held the position of Professor from 1864 to 1869. At that time he was, and has since, been actively and successfully engaged in the study of Natural Science, in which he has earned a well known reputation.

June 4th, 1874. There was read a recommendation from the Finance and Estate Committee, defining the emoluments and duties of the Janitor.

June 11th, 1874. The recommendation of the Finance and Estate Committee, in reference to the duties and salary of the Janitor was adopted and is as follows, videlicet:—

1. That the duties of the Janitor shall be the following:—

1. To keep the keys of the College and be responsible for the opening and closing of the Doors, except when the Principal, or one of the Professors, assumes the responsibility.

2. To attend to the cleaning, heating and lighting of the Classrooms and other Apartments in the College Building, and to the laying in Fuel and other Supplies.

3. To take care of the Furniture and other contents of the several Rooms.

4. To ring the Bell punctually at all hours fixed for Class Meetings, and at such other times as may be appointed.

5. To be in attendance at all other Meetings for whatsoever purpose authorized to be held within the College Building.

6. To be as much as possible at hand in the Building, while the Classes are in session, for such services as the Principal and Professors may require of him, and to render such services in a prompt and respectful manner.

7. To keep the approaches to the College Building and the Grounds immediately adjoining in proper order.

8. To report promptly to the Principal anything pertaining to the comfort of the Students which may appear to require attention, also all repairs needed in, or about, the Premises, and to attend to such instructions as may be given with reference to them.

9. To show Visitors through the Premises, when asked to do so.

10. To be in attendance at all Meetings of the Trustees held at Kingston, and give heed to any instructions that may be given in reference to them by the Principal, or by the Chairman, or Secretary, of the Board.

11. With respect to any other services not specified, and for which he may have time he shall take directions from the Principal.

12. Besides performing the duties more immediately connected with the business of the College when in session, he shall act as Caretaker, in which capacity he shall devote his time, so far is it may not be otherwise required, to the protection of the College Property, keeping the Fences and Grounds in order, and assisting in such improvements as the Finance and Estate Committee may order to be made.

13. He shall wait upon the Principal, and ask for instructions as frequently, or as often as the Principal may appoint and, as far as the performance of his duties will permit, the Principal may require his services for himself, or any of the Professors.

14. The Principal shall have power to grant relaxation from duty to such extent and at such times as to him may seem reasonable.

15. In case of the Principal's absence the Janitor shall be under the direction of any other Officer of the College whom the Principal may name.

II. In order that the Janitor may be free to give full time to the performance of the aforesaid duties, the arrangement, which permits of his cultivating a piece of Ground belonging to the College for his own use, shall, after the present Summer, be discontinued, and his Salary shall be at the rate of Three hundred and seventy-five dollars, ($375), per annum, beginning on the first day of April next.

The Committee on Theological Lectureships gave in their Report, which was read and sustained. The thanks of the Board were tendered to the Committee.

The Committee was reappointed with instructions to consider what steps can be taken, in the same matter, for next Session.

In view of the probable union of the Presbyterian Churches in the Dominion, it was agreed to consider what changes may be necessary and desirable to be made in the College Charter, and to appoint a Committee to take this matter into consideration, and to report to the Board at its next Meeting. The following were named as the Committee, videlicet:—The Principal, as Convener, the Reverend Doctor John Jenkins, and Messieurs Maclennan and Croil.

October 7th, 1874. The Treasurer reported that, since the last Meeting of the Board, he had received from the Colonial Committee of the Church of Scotland, £200 sterling, to be applied towards the expenses of the College for 1874-75.

Moved by the Reverend Doctor John Jenkins, seconded by the Reverend Donald Ross, and,—

Resolved, That the cordial thanks of the Board are due, and are hereby tendered, to the Colonial Committee of the Church of Scotland, for their further generous Grant to this Institution of £200 sterling, towards the expenses for the year 1874-1875, and that the Secretary be requested to forward a copy of this Resolution to the Convener of the Colonial Committee. Carried unanimously.

The Treasurer also informed the Board that he had received from Mr. John Watkins, a donation of $140, to be applied towards the College expenditure of 1874-75.

Moved by Mr. Croil, seconded by Mr. McGillivray, and unanimously,—

Resolved, That the thanks of the Board be tendered to Mr. John Watkins, of Kingston, for his thoughtful and generous donation of $140 towards defraying the ordinary expenses of this Institution. This act of liberality, in itself valuable in the present state of the finances, is but one of many instances in which the Board has been

placed under obligations to Mr. Watkins; and it calls for an expression of the gratitude and thankfulness of the Board, which is hereby heartily tendered.

The Principal stated that Professor Mackerras, having gone to Britain in June last for the benefit of his health, had been advised by Doctor Morell Mackenzie, of London, to remain in Europe six months, and, having resolved to do so, had intimated to him that he would abide by any arrangements that might be made in his behalf, in respect of obtaining and remunerating a substitute for him during the present Session. The Principal further stated that he had, by correspondence, ascertained the willingness of a Member of the Board, namely the Reverend Donald Ross, B.D., to take charge of the Classical department during the present Session. It was moved by the Reverend Doctor John Jenkins, seconded by Mr. Kinghorn, that the Trustees deeply regret the unsatisfactory state of the health of Professor Mackerras, and agree to grant him leave of absence for the present session, in the earnest hope that the medical advice which he is following will speedily prove to be to his benefit, and resolve to invite the Reverend Donald Ross, B.D., to discharge the duties of the Professorship of Classical Literature during the present Session, and instruct the Treasurer to pay him One thousand dollars, ($1,000), for his services. This motion was unanimously carried, and Mr. Ross being present, expressed perfect satisfaction with that part of it which has reference to himself.

The Principal on behalf of the Committee on changes in the College Charter, presented and read a Document entitled "a Draft Act respecting Queen's College at Kingston."

Moved by the Reverend Doctor John Jenkins, seconded by Mr. Croil, that the Draft Act presented and read by the Principal be now taken up clause by clause.

Moved in amendment by the Reverend Mr. Watson, seconded by Mr. Wright, that the consideration of Doctor Jenkins' motion be delayed, inasmuch as a Protest laid before the Chair and read by the Reverend Gavin Laing, prior to such motion, and bearing upon all discussions and divisions which may arise out of the Principal's Report on Legislation, has not yet been considered, or ordered to be recorded.

A vote was taken upon the Amendment resulting as follows:— For the Amendment, 3; against the Amendment, 15. The Amendment was therefore declared lost. Mr. Barker declined to vote. The original motion was declared carried.

The Board then proceeded to the consideration of the Draft Act, clause by clause.

The Preamble was read and approved, as were also the first, second, third and fourth Sections. The fifth Section was amended and approved. The sixth, seventh, eighth and ninth Sections were approved. The tenth Section, and subsections one to twenty-three inclusive were approved. Subsection twenty-four to be modified. Subsections twenty-five, twenty-six and twenty-seven were approved.

The Report, or Draft Act, was then approved and adopted, to be submitted, as to its form, to competent legal advice, and also submitted to the Synod's Committee on legislation required for union.

November 3rd, 1874. The Principal reported that the Draft of a proposed Act, amending the College Charter, considered at last Meeting, having been submitted to the Committee on Legislation, had been, after full consideration, altered and considerably shortened. With the approval of the Committee, he submitted the amended Draft to the Board of Trustees, with the statement that it is the intention of the Committee to have it printed for the information of Members of Synod. The Draft, as thus reported, having been read and considered, it was moved by Mr. McLean, and seconded by Doctor Bain, that the Report be received and adopted, and that the Draft Act be approved by the Board. Carried.

The following Memorial to the Board of Trustees of Queen's University, Kingston, was read:—

The undersigned Professors of Queen's University beg to approach the Board with the following representation and petition:—

That upwards of twenty years ago the Salaries attached to the Collegiate Chairs were fixed at $1,500 each, that, on account of the pecuniary difficulties of the College, this amount was, in the case of recent appointments, reduced to $1,400, that since that time the necessaries of life have risen fully eighty per cent., without any corresponding increase of Salary, entailing, therefore, great pecuniary embarrassment; that Professors holding similar Chairs in Toronto and Montreal receive Salaries varying from $2,500 to $3,400 and, as long as we receive Salaries of only one-half of these amounts, is the position of the University, as well as that of the individual Professor affected, and our Professors will continue liable to be attracted to other Universities, or other employments. That the lowest Salary enjoyed by the Professors of that Church with which we are shortly to be united, has been fixed at $2,500, and we deem it would be most injudicious and humiliating to enter this union in so marked a position of inferiority.

We have, therefore, to request the Board kindly to consider means by which the present Salaries of Professors may be raised to at least $2,000.

This would entail a further yearly outlay of at least $3,300, and the Board may rest assured that we would not approach it with this Petition did not the painful position in which we are placed compel us to do so.

Aware of the pecuniary position of the University, we are yet scarcely able to offer any suggestion as to how this amount is to be raised, but we deem that, on the representation of the Board, the Synod of our Church may not be unwilling to inaugurate a system similar to that adopted in the Church with which we have the near prospect of being united, and the more especially so that the Synod has seen proper to rescind the allocation which it had prevously made of the Temporalities Fund, and which would have afforded a permanent endowment to the University.

We trust that the Board will fully recognize that in the present position we are not moved by mere selfish motives, but only by our neecssities and the general welfare of the University for whose interests we have always felt it a pleasure to work.

KINGSTON, November, 1874. JAMES WILLIAMSON. GEO. D. FERGUSON. J. B. MOWAT. JOHN WATSON. N. F. DUPUIS.

After consideration, it was moved by the Reverend Daniel M. Gordon, seconded by Mr. Croil, that the Board have heard with much interest the Memorial of the Professors of the College, consider that the Salaries of the Professors should be increased, and appoint Mr. Gordon, Convener, the Principal, Doctor Jenkins and Mr. Croil, a Committee to prepare some plan by which it may seem possible to secure such increases, as well as the Salary of an additional Theological Professor in the College.

November 5th, 1874. The Reverend Daniel M. Gordon reported that the Committee had been unable to prepare any suitable plan for the increase of the Salaries of the Professors, and providing a Salary for an additional Professor.

November 6th, 1874. It was moved by the Reverend Doctor Daniel M. Gordon, seconded by the Reverend D. J. Macdonnell, that the Board, having heard the Report of the Committee on the Memorial of the College Professors, regret that the Committee have been unable to submit a feasible plan for the immediate and adequate increase of their Salaries, record their earnest desire and hope of being able, ere long, to comply with the request contained in the Memorial, and assure the Professors of the same.

PROCEEDINGS OF THE SYNOD OF THE PRESBYTERIAN CHURCH (OF SCOTLAND) IN UPPER CANADA IN REGARD TO QUEEN'S COLLEGE.

June 4th, 1874. The Very Reverend Principal Snodgrass presented and read the Annual Report of the Board of Trustees of the University of Queen's College. Whereupon, it was moved by Mr. Robert Bell, seconded by the Reverend James Carmichael, of Markham, and passed unanimously, that the Synod receive and adopt the Report of

Queen's College, and is pleased to hear of the continued improvement of the financial condition of the College, and expresses the hope that the Income will soon be still more enlarged, both by the payment of outstanding subscriptions to the Endowment Fund, and the receipt of new contributions; records its satisfaction with the careful administration of the affairs of the Institution, and especially with the marked increase in the attendance of Students during the past Session; expresses anew the importance it attaches to the foundation of Lectureships; and regards with special interest the action recently taken by the Colonial Committee of the Church of Scotland for the encouragement of young men willing to leave Scotland in order to prosecute their Studies in this Country, with a view to the Ministry here, and believes it to be well fitted to promote the important object which the Committee has in view.

June 10th, 1874. On motion of Mr. Croil, seconded by the Reverend Solomon Mylne, the Synod resolved that the following Remit be sent down to Presbyteries in terms of the Barrier Act, and also to the Sessions and Congregations, with instructions to report thereon to an adjourned Meeting of the Synod to be held at Toronto, on the third day of November, at half-past seven o'clock, P.M.

The aforesaid Churches shall enter into union with the Theological and Literary Institutions which they now have; and application shall be made to Parliament for such legislation as shall bring Queen's University and College, Knox College, The Presbyterian and Morrin College, Montreal, and the Theological Hall at Halifax, into relations to the United Church, similar to those which they now hold to their respective Churches, and to preserve their corporate existence, government and functions, on terms and conditions like to those under which they now exist; but the United Church shall not be required to elect Trustees for an Arts Department in any of the Colleges above named.

In the United Church the fullest forbearance shall be allowed as to any difference of opinion which may exist respecting the question of State grants to Educational Establishments of a Denominational character.

ANNUAL REPORT OF THE TRUSTEES OF QUEEN'S COLLEGE.

To the Reverend the Synod of the Presbyterian Church of Canada in connection with the Church of Scotland.

Copies of the Calendar for next Session of the College were presented for distribution among the Members of Synod. Besides the information usually given in the Report as to the several Faculties and Departments, and the educational management and work of the College in general, a complete roll of Graduates from the first year in which Degrees were conferred, namely, 1845, down to the present time, forms part of the contents of the Report. No similar list has been published since 1865.

Last year the Trustees of the College had the satisfaction of reporting an increase from 39 to 50 in the number of registered Students. It is exceedingly gratifying to them to have to intimate a further increase this year. In the Session just closed there were not fewer than 22 Intrants, and the total number of Students enrolled in the Faculties of Arts and Theology is 60 -51 in the former and 9 in the latter. Just once in the history of the College has this number been exceeded, namely in Session 1858-59, when the number of Intrants was 27 and the total number of Students was 64. Of those enrolled 22, including 2 who belong to the Canada Presbyterian Church, have declared their intention of studying for the Ministry. According to present prospects, there will be a still larger attendance next Session. The Winter's work has been productive of very satisfactory results. The marking attained by leading Students in the several years of the Curriculum, at the University Examinations recently held, is unusually high.

The Colonial Committee of the Church of Scotland, ever solicitous for the prosperity of the College, and ever preserving in their efforts to promote the welfare of the Church, finding themselves unable to obtain a sufficient number of suitable Missionaries being Licentiates, or ordained men, to supply the demands made upon them, have adopted a new measure, with an earnest hope, and with a fair prospect of being successful, in the better attainment of their object. To promising youths, desirous of entering the

Ministry,—possessed of a good general education,—unable, it may be, of themselves to prosecute their Studies in Scotland,—willing at the same time, perhaps preferring, to make the Colonial field the sphere of their future labours,—the Committee offer inducements to come to this Country and receive a Collegiate Education here, with the view of becoming qualified in due course to take full rank as Ministers. While it is thought that this measure will not fail for want of Applicants anxious to take advantage of it, it is believed that their training "amid the very scenes of their future labours," will be of special utility in fitting them for the service which is awaiting them. There is obviously very much in favour of such a measure and the instalment of progress already made, in the endeavour to give effect to it, is a good assurance of ultimate success. Last summer five Applicants, selected with great care, and after much enquiry, were sent to Kingston. Two of them entered College, and three went to the Collegiate Institute to prepare for entering next Session. Of the whole of them the Principal reports in the most encouraging terms. From the character they have established for themselves and the progress they have made in their Studies, it appears that this new and interesting project has, in its initiation, been singularly favoured. The Trustees solicit the Synod's favourable consideration of a scheme which is so certain to increase the usefulness of the College and the strength and stability of the Church.

Two extra Courses of Lectures were given to the Students in attendance at the Divinity Hall,—one on "Science and Revelation," by the Reverend George Bell, LL.D., the other on Pastoral Theology by the Reverend John Jenkins, D.D. Whether, as regards the practical importance of the subjects, or the able manner in which they were discussed, these Lectures cannot fail to be of the greatest use. They were highly appreciated by the Students. The necessary expense was defrayed by private subscription, without charge to the College funds, and the Board tenders its thanks to the subscribers for the interest they have taken in the matter. A permanent Endowment of some Lectureships is much to be desired, and perhaps the success which has attended the arrangement for the past Session may bring about the attainment of so laudable an object. In the meantime the Trustees will be glad to have it in their power to provide one, or two, Courses of Lectures for next Session.

Several Graduates have renewed their good offices in furnishing Class Prizes. A number of Gentlemen have become responsible for valuable University Prizes to be awarded chiefly for the best Essays on prescribed subjects, as announced in the Calendar. The Essays are to be given in sufficiently early time to prevent the writing of them from interfering with the ordinary work of the Classes. The Donors of these Prizes are much to be commended for their liberality, and the interest in the prosperity of the College which is thereby indicated. It is hoped that their offers will produce all the advantages of a satisfactory competition. The Alma Mater Society has added to its many important services the foundation of a University Prize for annual competition, open to Members of the graduating class, and to be awarded for the best Essay on some subject connected with oratory.

Additions to the Library during the year consist of 219 volumes, the greater part of which are valuable modern Works, and a large number of Pamphlets, chiefly on scientific subjects. Donations to the Museum have not been numerous. Among the miscellaneous contributions are specimens of wearing apparel and sundry other articles used by the Hare Indians of the Upper Mackenzie River. These were presented by the Honourable R. Hamilton of the Hudson Bay Company.

The Treasurer's Financial Statements for the year ending on the 10th instant, duly audited, are herewith submitted. The Auditors report in the most satisfactory terms as to the manner in which the Treasurer's duties are performed and his Books kept. The sum of the charge, as appears from statement Number One, is $12,722.74; the expense of management, in addition to Salaries, being only $942.74. Among the receipts for Revenue is $140 from Mr. John Watkins, Kingston, who for many years has been a liberal friend to the College, also a supplementary grant of £200 Sterling, ($973.33,) from the Colonial Committee of the Church of Scotland. These contributions, with one or two other amounts, not belonging to permanent income, have produced an apparent surplus of $909.89 over expenditure.

As to the Endowment Fund, Statement Number Five shows $2,164.90 to have been received during the year, and the total amount collected to be $102,574.36. This includes $6,669.84 received for revenue and used to defray current expenses, and $839.65 disbursed on account of working the scheme. The whole sum realized for Capital is, therefore, $94,924.87, which is subject, as noticed in last years' Report, to a debt of $7,807.90, incurred in meeting deficits in Revenue for the years 1869-1871. The detailed list of Investments, etcetera, given in the Statement, accounts for the whole Capital and includes, it will be seen, a loan of $1,635.36 to the General Fund. Subscriptions amounting to upwards of $7,000 remain unpaid, although nearly all of them were due more than two years ago, and by their non-payments the College is subjected to an annual loss of $490. Subscribers in default had, and no doubt have,

good intentions with regard to their voluntarily assumed obligations, but these do not satisfy the expectations which by the act of subscription were created. They are earnestly entreated to consider the urgent importance of increasing the permanent Revenue of the College and the effect of delaying payment upon the worth of their subscriptions.

All of which is respectfully submitted in the name and by the appointment of the Board of Trustees.

KINGSTON, 30th April, 1874. JOHN HAMILTON, Chairman.

The Queen's University and College, Kingston, opens on the first Wednesday of October and closes on the last Thursday of April in each year.

Principal, The Very Reverend William Snodgrass, D.D.

COLLEGE STAFF.

President, The Principal. Secretary, Professor Mowat.

CHAIRS.	PROFESSORS.
Divinity	The Principal, Primarius Professor.
Oriental Languages, Biblical Criticism and Church History	The Reverend John B. Mowat, M.A.
Mathematics and Natural Philosophy	The Reverend James Williamson, LL.D.
Classical Literature	The Reverend John H. Mackerras, M.A.
Chemistry and Natural History	Mr. Nathan F. Dupuis, M.A., F.B.S.E.
History and English Literature	The Reverend George D. Ferguson, B.A.
Logic, Metaphysics and Ethics	Mr. John Watson, M.A.
Lecturer in Modern Languages	The Reverend G. D. Ferguson, B.A.

Mr. William Ireland, Kingston, Secretary-Treasurer.

NUMBER 1.—STATEMENT OF ORDINARY REVENUE AND EXPENDITURE OF QUEEN'S COLLEGE AT KINGSTON, FOR THE YEAR ENDING ON THE 10TH OF APRIL, 1874.

REVENUE.

	$ c.
Grant from Colonial Committee of Church of Scotland	1,460 00
Grant from the Temporalities' Board	2,000 00
Dividends on Bank Stock	2,912 00
For the Kingston Observatory	500 00
Fees—Class and Graduation	187 50
Interest on Mortgages, Government Securities, Debentures and Bank Deposits	5,459 80
Donations, videlicet:—	
Colonial Committee of the Church of Scotland, £200 sterling $973 33	
Canada—Mr. John Watkins 140 00	
	1,113 33
	$13,632 63

EXPENDITURE.

	$ c.
Salaries	11,780 00
Miscellaneous	942 74
Balance on hand	909 89
	$13,632 63

KINGSTON, 25th April, 1874. W. IRELAND, Secretary-Treasurer.

Certified as correct, as per separate Report

JOHN KERR, JOHN CREIGHTON, } Auditors.

KINGSTON, 25th April, 1874.

NUMBER 2.—STATEMENT OF RECEIPTS AND DISBURSEMENTS ON ACCOUNT OF QUEEN'S COLLEGE AT KINGSTON, FOR THE YEAR ENDING ON THE 10TH OF APRIL, 1874.

RECEIPTS.

	$ cts.	$ cts.
Balances,—		
Endowment Funds in the Merchants' Bank on the 10th of April, 1873	746 67	
General Funds in the Merchants' Bank, 10th April, 1873, per statement	2,339 74	
		$3,086 41
Grant from Colonial Committee, Church of Scotland	1,460 00	
From the Temporalities' Board	2,000 00	
Dividends on Bank Stock	2,912 00	
Interest	5,101 80	
Fees—Registration, Class and Graduation	528 50	
For the Kingston Observatory	500 00	
Donations	1,113 33	
Scholarships and Prize Essays, as per Statement Number Four	1,404 03	
Mortgages	600 00	
Toronto P. B. and S. Society	5,020 69	
Endowment Fund Subscriptions	2,164 90	
Interest, arrears—J. R. Trumpour	160 00	
Bills receivable—Note, C. Rogers, paid	100 00	
Mortgages—John R. Trumpour, foreclosed	4,000 00	
F. McLennan, Dundee, over-remitted	60	
		$27,065 85
		$30,152 26

DISBURSEMENTS.

	$ cts.	$ cts.
Salaries as per Statement Number One	11,780 00	
Disbursements as per Statement Number 1	942 74	
		$12,722 74
Fees received		341 00
Students of Divinity,—Returned on Class Fees		5 00
Scholarships, per Statement Number Four		1,535 80
Endowment Fund,—	$ cts.	
Bank agency	1 25	
Travelling expenses	11 35	
Transferred to Revenue	140 00	
Invested in Mortgage	8,350 00	
Additional on College Premises	178 50	
Two instalments of 10 per cent. on 130 shares of Merchants' Bank Stock	2,600 00	
		$11,281 10
Clock, paid for a		10 00
To Campbell and Macdonnell for investment		2,000 00
Merchants' Bank, on deposit	$1,187 80	
Merchants' Bank, Endowment Fund account on deposit	858 82	
Cash	210 00	
		$2,256 62
		$30,152 26

KINGSTON, 25th April, 1874.

W. IRELAND, Secretary-Treasurer.

Certified as correct, as per separate Report.

JOHN KERR,
JOHN CREIGHTON, } Auditors.

KINGSTON, 25th April, 1874.

NUMBER 3.—BALANCE SHEET, SHOWING THE ASSETS AND LIABILITIES OF QUEEN'S COLLEGE AT KINGSTON, ON THE 10TH OF APRIL, 1874.

DEBTOR.

		$ c.
Royal Charter, cost of		3,107 37
Class Apparatus		3,633 92
Library, Expenditure on the		3,399 68
Furniture account		1,439 09
College Premises		41,919 11
Bank Stock		39,700 00
Dominion Stock		12,900 00
Montreal Property Stock		10,010 00
Debentures		27,500 00
Bills Receivable		500 00
Lands		600 00
Campbell and Macdonnell		2,000 00
Mortgages on Real Estate		29,086 55
Archibald Livingston		332 50
Toronto Ladies' Scholarship, three shares of Bank Stock	$300 00	
Kingston Ladies' Scholarship, three shares of Bank Stock	300 00	
		600 00
County of Drummond		180 00
George Raworth		45 00
Merchants' Bank, Endowment Fund Account		858 82
Merchants' Bank, General Funds		1,187 80
Cash		210 00
		$179,209 84

CREDIT.

	$ c.
Endowment New Chair in Theology	1,163 22
Michie Bequest	2,000 00
Reverend Alexander Lewis	400 00
Henry Glass Memorial Scholarship	500 00
Funds for investment	3,522 96
Bursary Endowment	2,309 75
Leitch Memorial Funds	2,462 03
Students in Divinity	150 00
F. McLennan	60
Scholarships	1,582 46
Queen's College Endowment Funds	94,924 87
Profit and Loss	70,193 95
	$179,209 84

KINGSTON, 25th April, 1874. W. IRELAND, Secretary-Treasurer.

Certified as correct, as per separate Report.

JOHN KERR, JOHN CREIGHTON } Auditors.

KINGSTON, 25th April, 1874.

NOTE. Statement Number Four is not inserted, as it is practically a repetition of items in the other Statements.

NUMBER 5.—STATEMENT OF QUEEN'S COLLEGE ENDOWMENT FUND ACCOUNT FOR THE YEAR ENDING ON THE 10TH OF APRIL, 1874.

RECEIPTS.

	$ cts.	$ c.
Amount received up to the 10th of April, 1869	21,255 83	
From April, 1869, to 10th April, 1870	33,166 73	
From April, 1870, to 10th April, 1871	22,786 66	
From April, 1871, to 10th April, 1872	14,819 90	
From April, 1872, to 10th April, 1873	8,380 34	
Total received to the 10th April, 1873	$100,409 46	
Deduct expenses to the 10th of April, 1873, as per Statements	$ 827 05	
Transfers to Revenue to the 10th of April, 1873	6,669 84	
	$7,496 89	
		92,912 57
Received from the 10th of April, 1873, to the 10th of April, 1874		2,164 90
		$95,077 47
Balance		94,924 87

DISBURSEMENTS.

From the 10th of April, 1873, to the 10th of April, 1874.

	$ cts.	
Bank Agency	1 25	
Travelling expenses	11 35	
Transferred to Revenue Account for Donation	140 00	
		$152 00
Balance		94,924 87
		$95,077 47

REPORT OF SCHOLARSHIP AND BURSARY COMMITTEE

Your Committee beg leave to submit the following Report:—

It appears from the Financial Statement of the Treasurer, hereto appended, that thirty-two Congregations have, during the past year, contributed to the Scholarship and Bursary Fund. The number of Congregations is the same as that reported to last Meeting of the Synod as having contributed during the previous year. It is gratifying, however, to observe on this occasion an increase in collections and donations of $148, the whole amount of the Receipts being $646.75. The indebtedness of the Fund, therefore, after discharging the other liabilities which it had incurred has been reduced to $80. At the same time it will be seen from this Statement, that, unless additional contributions are soon made to the Funds of the Scheme, your Committee must look forward to the next period of College Session being begun with an empty Treasury.

So important and necessary is the prosecution of this object for our Church's present and future welfare, that it ought not, we conceive, to be left to the administration of a small Committee only, and sustained by scarcely a fourth of our Congregations, but entrusted, as, in the great Presbyterian Body of the neighbouring States, to the management of a Board of Education, consisting of the most influential and active Members of the Synod, and sedulously supported by every Presbytery, and each individual Congregation, throughout the length and breadth of the Church.

Your Committee, therefore, trust that the Synod will again recommend this important Scheme to their sympathy and support, and will renew its recommendation, that on the day appointed for the collection Prayer be offered up for our Colleges in all our Congregations, and the attention of Ministers and Members be directed to the claims of the Christian Ministry upon young men of piety and talent.

All of which is respectfully submitted, in name and on behalf of the Committee, by

OTTAWA, 6th June, 1874. JAMES WILLIAMSON, Convener.

A STATUTE RELATING TO QUEEN'S COLLEGE, 1874.

38TH VICTORIA, CHAPTER LXXVI.

AN ACT RESPECTING QUEEN'S COLLEGE AT KINGSTON.

Received the Royal Assent on the 21st December, 1874.

Preamble.

Whereas "Queen's College at Kingston," in the Province of Ontario, was founded under, and by virtue of, Royal Letters Patent, bearing date at Windsor, the Sixteenth day of October, in the Fifth year of Her Majesty's Reign; And

Whereas the said Letters Patent constitute the Ministers of the Presbyterian Church in Canada, in connection with the Church of Scotland, together with the Members of the said Church in full Communion therewith, the Corporation of "Queen's College at Kingston," aforesaid, and appoint for the said Corporation a Board of Trustees, consisting of so many of the aforesaid Ministers and Laymen, and provide for the retiring annually of a certain number of Ministers on the first day of the Annual Meeting of the Synod of the said Church, and for the election by the said Synod of an equal number of Ministers of the said Church to be their Successors; and

Whereas the Trustees of the said Corporation have, by their Chairman, represented that the said Presbyterian Church of Canada, in connexion with the Church of Scotland, propose to unite with certain other Presbyterian Churches, to wit, "The Canada Presbyterian," "The Church of the Maritime Provinces in connection with the Church of Scotland," and "The Presbyterian Church of the Lower Provinces," for the purpose of forming one Church to be called "The Presbyterian Church in Canada," and have prayed for an Act to enable the said College to stand towards the said Presbyterian Church in Canada in relations similar to those which it now holds to the Presbyterian Church in Canada in connection with the Church of Scotland, and to enable the Board of Trustees of the said College and their Successors to continue the administration of its affairs, and the said College to continue its functions, on terms and conditions like to those which now exist; and have further prayed for additional powers and privileges, with the view of increasing the efficiency and extending the usefulness of the said College; and it is desirable to grant the prayer of the petition of the said Trustees.

Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Provisions of the letters patent, to apply to the Presbyterian church in Canada.

1. So soon as this Act shall come into force all the provisions of the said Letters Patent which now apply to the Church of Scotland, or to the Presbyterian Church of Canada in connection with the Church of Scotland, shall apply to the Presbyterian Church in Canada, and shall be applicable thereto in the same sense, for the same purposes, and to the same extent as they are now applicable to the Church of Scotland, or the said Presbyterian Church of Canada in connection with the Church of Scotland; and all the powers, rights and privileges hitherto exercised and enjoyed by the Ministers and Members of the Presbyterian Church of Canada in connection with the Church of Scotland, as corporators of the said College, and by the Synod of the said Presbyterian Church of Canada in connection with the Church of Scotland, in virtue of their relations respectively to Queen's College at Kingston, shall be exercised and enjoyed by the Ministers and Members of the Presbyterian Church in Canada, respectively, except as hereinafter provided.

Retiring trustees

2. The number of Trustees, both of Ministers and Laymen, who by the said Letters Patent are required to retire annually on the first day of the Annual Meeting of the Synod of the Presbyterian Church in Canada, in connection with the Church of Scotland, shall retire annually on a day which the Trustees shall have power, from time to time, to appoint for the purpose, and on the same day the Board of Trustees, duly convened and met, shall elect Successors to the Members so retiring, whether said Members be Ministers, or Laymen.

Meeting of Trustees to be held on the request of three members of the Board.

3. When, at any time, after this Act shall come into force, the Chairman of the Board of Trustees, or, in his absence, the Senior Trustee, shall receive a notice in writing from three Members of the Board, requesting him to summon a Meeting of the Trustees, such Meeting shall be legally convened by the Chairman, or said Senior Trustee, causing the Secretary of the Board to notify every Member of the Board of the time, place, and purpose of such Meeting, and by the Secretary mailing notices of the Meeting at least fifteen days before it shall take place.

Vice-Principal.

4. The Board of Trustees may appoint a Vice-Principal of the said College, and such Vice-Principal shall, in the absence of the Principal, take the place and discharge the duties of the Principal.

Vote of chairman.

5. The Chairman of the Board of Trustees shall have the right to vote the same as other Members of the Board, on all motions submitted to any Meeting, of the Trustees, and, in case of an equality of votes upon any motion, he shall also have the right of a casting vote.

Power to hold lands, and receive bequests.

6. The power hitherto vested in the Corporation of Queen's College, to take, purchase, acquire, have, hold and enjoy, receive, possess, and maintain in law, to and for the use of the said College any Messuages, Lands, Tenements and Hereditaments, Goods, Chattels, Moneys, Stocks, charitable, or other, contributions, gifts, benefactions, or bequests, whatsoever, shall not be limited, from and after the date hereof, by any Statute, or Statutes of Mortmain.

Degrees.

7. The College Senate shall have power to pass By-laws, touching any matter, or thing, pertaining to the conditions on which Degrees in the several Arts and Faculties may be conferred, whether the said Degrees be such as are gained in course, or such as are honorary, or whether they be conferred on Matriculants of Queen's College, or on other Persons, but any such By-law shall be reported to the first Meeting of the Board of Trustees after being passed, and shall cease to be in force if disapproved of by the Board.

Convocation.

8. The Trustees, Lecturers, Tutors, Fellows, Graduates, and Alumni, or Students, being Undergraduates of the said College, shall have power and authority to meet in Convocation for the public conferring of Degrees, and other Honours and distinctions awarded, or granted by the College Senate, for the installation of the Chancellor, hereinafter mentioned, Principal, or any Professor duly elected, or appointed, according to the provisions of the aforesaid Letters Patent, and for such other purposes as the University Council, constituted as hereinafter provided shall, from time to time, determine.

University Council of Queen's College.

9. There shall be, in connection with the said Queen's College, a Council, which shall be called the University Council of Queen's College; and the said Council shall, as to its Membership, consist of all the Trustees of the said College, for the time being, and their Successors; and of all the Members of the College Senate, for the time being, and their Successors, and of as many Graduates, or Alumni, as shall be equal in number to the aforesaid Members taken together; and the Members of the Council, other than

the Trustees and Members of the College Senate, shall be appointed in the first instance by the Trustees and Members of the College Senate, at a Meeting thereof, to be convened by the Chairman of the Board of Trustees causing a written, or printed, notice to be mailed to each of them at least fifteen days before the Meeting, and within one year after this Act shall come into force; but the Successors of the Graduates and Almuni so appointed shall be elective Members of the Council and shall be elected in the manner following, that is to say; within one year after the holding of the aforesaid Meeting and appointing of the aforesaid Members, the Chairman and Board of Trustees shall convene a Meeting of the Council, constituted in the manner aforesaid, by causing a written, or printed, notice to be mailed to each Member at least fifteen days before the Meeting, and at the said Meeting, or any Meeting adjourned therefrom, or held subsequent thereto, the Members present, provided their number be not less than fifteen, shall have power and authority to frame and pass By-laws for the following purposes, that is to say:

Power to pass By-laws.

Registration of Graduates and Alumni.

1. For the obtaining of a registration of such Graduates and Alumni of Queen's College as may desire to vote for the elective Members of the Council, and for a Chancellor of the University of Queen's College, as hereinafter provided, and to be considered eligible for election to membership in the Council; and such registration shall be a condition of any Graduate, or Alumnus, voting or being elected; Provided always, that the Council shall not admit to such registration any Alumnus actually attending Classes in Queen's College, or any Alumnus who may have left Queen's College without being a Matriculant of two years' standing, or any Graduate who has not matriculated at least once as an Alumnus, or Student at Queen's College, or any Alumnus who shall matriculate after the year 1879, until such Alumnus shall become a Graduate of said College:

Retiring Members.

2. For the retiring annually of a certain number, not being less than five, or more than eight, of the elective Members, and for the election of their Successors by Graduates and Alumni duly registered, as hereinbefore provided, and also for the election of Persons to fill vacancies that may occur by death, resignation, or otherwise;

Appointment of officers.

3. For the appointment, or removal, of a Secretary and such other Officers as the Council may deem necessary, or expedient;

Election of Chancellor.

4. For the election of a Chancellor, who shall be chosen without reference to his ecclesiastical connection, except that he must be a Protestant, who shall be designated the Chancellor of Queen's University, who shall be the highest Officer of the University and College, who, as such highest Officer, shall preside at all Meetings of Convocation, of the University Council, and of all statutory Meetings of the College Senate, at which he may be present, who shall have both a deliberative and a casting vote on all motions submitted to any such Meetings, and who shall hold office for three years from the date of his election, and longer, if need be, until his Successors be chosen; Provided always, that if two, or more, Candidates for the office of Chancellor be at any time nominated at the Meeting of the Council called for the nomination of a Chancellor, the election of one of the Candidates shall be referred to the Graduates and Alumni registered as aforesaid, and shall be decided by a majority of their votes, taken according to such By-laws as may be framed and passed by the Council.

Powers of the University Council.

10. The University Council, constituted in the manner hereinbefore provided, shall have, and may exercise the powers following, that is to say: (1), The power of discussing any matter whatsoever relating to the said College, and of declaring the opinion of the Council on any such mat-

ter; (2), The power of taking into consideration all questions affecting the well-being and prosperity of the said College, and of making representations, from time to time, or such questions to the Board of Trustees and the College Senate, or either of the said bodies, who shall consider the same and return to the Council their conclusions thereon: (3), The power of deciding upon such terms as the Board of Trustees shall propose in writing as to the affiliation of any College, or School, with the University of Queen's College aforesaid; (4), The power of dtermining all matters pertaining to the calling of Meetings of the Council and of Convocation, whether the same be annual, adjourned, or special, Meetings, of fixing the number of Members that shall be a quorum for the despatch of business at all such Meetings, or any, or either of them, and of deciding upon and regulating the mode of conducting its own proceedings, and the proceedings of Convocation: (5), The power of framing a declaration of fidelity to his office, on the part of the Chancellor, and of determining what shall be the form of his assent thereto, and also of appointing the ceremonies to be observed at his installation and the manner of their observance; (6), The power of requiring Fees to be paid by Members of the Council as a condition of Membership, and by Graduates and Alumni as a condition of registration on voting, as hereinbefore provided; and, (7), The power of framing and passing By-laws touching and concerning all matters whatsoever appertaining to the powers and functions of the Council, and the lawful exercise thereof, and also, from time to time, by new By-laws, to revoke, renew, augment, or alter, any of the said By-laws, as to the Council may seem meet and expedient; Provided always, that any such By-laws shall not be repugnant to the provisions of the Letters Patent aforesaid, or of this Act, or the Laws of the Province of Ontario, or of the Dominion of Canada; Provided always, that, except as in this Act expressly provided, the Council shall not be entitled to interfere in, or have any control over, the affairs of the University, or College.

Letters Patent to remain in force.

11. All provisions whatsoever contained in the aforesaid Letters Patent, except so far as any of them are modified, or changed, by the provisions of this Act, shall continue in force, the same as if this Act had not been passed.

Principal to be the Vice-Chancellor.

12. The Principal shall be Vice-Chancellor of the University, and, in the absence of the Chancellor, shall take his place and discharge his duties.

When this Act to come into force.

13. This Act shall come into force as soon as the Union of the four Churches named in the preamble of this Act shall have been consummated, and the Articles of said Union shall have been signed by the Moderators of the said respective Churches.

III. THE CHURCH OF ENGLAND, REPRESENTING TRINITY UNIVERSITY.

Proceedings of Trinity College Council, 1874.

January 14, 1874. The following Communication from the Medical Faculty read: The Medical Faculty have pleasure in reporting to the Council the successful re-establishment of the Medical Department of the College. Having been furnished, through the enterprize and liberality of the Council, with a Building meeting, in all respects, the wants of a Medical School, the Faculty are gratified in being able to inform the Council that, begun in October, 1871, under very favourable auspices, the School has continued to prosper year by year, and that the present, which is its third Session, is the most prosperous the Department has yet had. The Faculty beg to assure the Council that, in future, as heretofore, nothing which attention and energy can do

will be wanting on their part to make the Department entrusted to them what their ambition is to have it, the leading Medical School of the Dominion.

TORONTO, 10th January, 1874. EDWARD M. HODDER, M.D., Dean.
W. B. GEIKIE, Secretary to the Medical of the Faculty, Trinity College.

Resolved, That the Council regret that the negotiations with the Reverend Mr. Pearman have not been successful, and request the Committee appointed at the last Meeting to continue their negotiations for engaging such assistance as is rendered necessary for carrying on the Classical Lectures during the Reverend Professor Ambery's absence.

Resolved, That, in consideration of two years' residence in University College, and the examinations of the first and second year passed in the University of Toronto, and four Terms afterwards kept in the Huron College; Mr. T. R. Davis be allowed to enter Trinity College as a Student of the third year.

Resolved, That the Committee of the Statutes and on Discipline be re-appointed.

Resolved, That the Provost and Professors be instructed to admit no Student to examination for the Degree of B.A.; until he has kept nine Terms by attendance on Lectures, except permission for relaxation of this rule shall have been granted by the Corporation in any particular instance, on special application.

Resolved, That the Corporation recommend that Mr. Gordon of Columbus College, New York, be admitted to an *ad eundum* Degree of B.A., on satisfying the Professors that the Standard of Examination for that Degree in Columbus College is equal to that which obtains in Trinity College.

Resolved, The Corporation of Trinity College, Toronto, beg to convey their thanks to Mrs. Lockwood for her kindly remembrance of the College in presenting to its Library a valuable series of the numbers of the "London Quarterly Review."

May 13, 1874. Mr. C. J. Campbell, from the Land and Finance Committee, read the following Report:

The Committee submit the Bursar's Annual Statement, showing the Receipts and Expenditure for the year 1873, and the estimated Receipts and Expenditure for the year 1874.

Also, the two Books, showing the State of the Capital Account and the General Account.

That the Bursar's Accounts have been Audited for the year ending on the 1st of April, 1874, and have been found correct. They furnish a detailed Statement of the Investments estimated on which to pay Interest during the year 1874, videlicet: Debentures paying interest at 6%, $171,100.00,—Mortgages paying interest at 6%, 7% and 8%, $14,014.70.

That Lands have been sold during the year 1873, videlicet: 300 acres for $2,000, and 28½ acres Town and Village Lots for $8,562.50.

That the Lands yet unsold are 3,638 acres, and 100 Town and Village Lots.

That there has been expended on Capital Account, on Repairs and Improvements to the College and Grounds, during the year 1873 the sum of $3,253.25.

That the Committee have been able during the year to add to the Capital Account from the General Account, $3,000.

That the Insurances on the College are,—on the College, $39,000, the Library, $4,000,—Furniture, $6,000,—The Provost's House, $4,000,—The Medical Building, $4,000.

The Committee recommend that some means be adopted, such as the Machine called "The Fire King," in case of fire occurring at the College.

The Committee consider favourably the application of the Corporation of the Trinity College School at Port Hope for a Loan from the College to said Corporation.

TORONTO, 13th May, 1874. L. M. O. HALL, Chairman.

A Letter was read from the Reverend C. J. S. Bethune, Head Master of Port Hope School, applying for the Loan, when it was,—

Resolved, That a Loan of $20,000, with interest at the rate of 7% per annum, payable half yearly, be granted to the Trinity College, Port Hope School, for the

period of ten years, upon the security of a first Mortgage on the Property of the said School; said Mortgage to be payable in ten annual instalments; the subsisting encumbrance upon the said Property to "The Trust and Loan Company," to be paid off out of said loan.

Resolved, That the guarantee of $1,200 a year to the Medical Faculty be extended for three years longer,—the Corporation receiving, with the highest satisfaction, the Report of the marked success that has attended the revival of the Medical School.

Resolved, That Students of Huron College be admitted to Degrees in Arts at the University of Trinity College, under the following terms: That the Students who keep the Terms at Huron College for three years shall be admitted to the Degree of B.A., on condition of passing the Final Examination at the accustomed times. The Candidates producing, on each occasion, the necessary Certificate from the Authorities of Huron College, videlicet: At the Matriculation Examination a Certificate that he has been admitted as a Student of the College, and, at the previous and final examination, that he has kept at least the requisite number of Terms, and that he is in good standing. Students of Huron College who do not reside for so long a period as three years may be admitted to the Degree of B.A. on condition of keeping, at Trinity College, the rest of the Terms required, and of passing the necessary Examinations. Or, they may make severally application to the Corporation of Trinity College to be allowed to avail themselves of the Statute, under which Applicants are admitted to the Degree of B.A. by Examination only.

Resolved, That the Reverend Professor Ambery be appointed by the Corporation of Trinity College as their Representative on the Council of Public Instruction of the Province of Ontario.

Resolved, That Mr. H. Cameron be appointed Presentor of Trinity College Chapel for the year beginning October next, it being understood that he will give Lectures during the Michaelmas and Lent Terms, and superintend the Choir practice during the three Academical Terms, and that all Members of the Divinity Class will be required to attend his Lectures, Mr. Cameron's Salary to be the same as for the current year.

Resolved, That thanks be sent to Mr. John Harris, through Mr. Lovell of Montreal, for Books received.

November 11, 1874. Mr. Clarke Gamble subscribed the Books and took his seat as Member of the Council.

A Letter was read from Mr. S. J. Vankoughnet, applying to be appointed Solicitor to the College.

Resolved, That the Provost be authorized to select from the Library of the Reverend Doctor Beaven, for the use of Trinity College, Books to the value of Fifty Dollars.

Resolved, That Doctor Kennedy be appointed in the Medical College Professor of Materia Medica, in the room of Doctor Hallowell deceased,—and that Doctor Temple be appointed Professor of Medical Jurisprudence and Toxicology in the room of Doctor Kennedy.

Resolved, That Mr. H. Cameron's kind proposal to give as a Prize for proficiency in Music, Doctor Hawkin's History of Music, be thankfully accepted by the Corporation; and that the Bursar be instructed to convey to Mr. Cameron the thanks of the Corporation for his liberal offer.

Resolved, That Mr. Salter J. Vankoughnet be appointed Solicitor of the Corporation of Trinity College.

Resolved, That Mr. J. A. Worrell, B.A., be appointed Classical Lecturer in Trinity College,—his remuneration being his Rooms and Commons, and the Stipend of $75 per annum, paid in sums of $25 per Term.

Resolved, That the Fees paid to the Trinity University for Matriculation and Degrees in Law, Arts and Divinity be, from this time forth, devoted to the Library Fund and the purchase of Apparatus.

Resolved, That the subjects of Mr. Pernet's and Doctor Ellis's Lecturers form part of the Examinations for Scholarships at the close of the first and second years.

Resolved, That the Report of the Land and Finance Committee presented and read on the 13th of May last be adopted.

The Land and Finance Committee beg leave to Report:—

Capital Account. That the $40,000 City of London Debentures, maturing on the 1st of October last have been redeemed by a cash payment of $20,000, and by a new issue of Debentures for $20,000, having twenty years to run from said 1st of October, with interest at 7% payable half yearly.

That the $10,000, Township of Howick Debentures (purchased at 93%) have been sold at par.

That $11,000 of Owen Sound Debentures have been purchased at 91¼ per cent.

That $5,000 Town of Belleville Debentures, with eighteen years to run, have been purchased at 93 per cent.

That the Loan to the Port Hope School of $20,000 has been completed through Mr. James Henderson, interest 7%, payable half yearly, on the 1st of October, and the 1st of April.

That the Shields lot in the College Grounds has been purchased for $3,000 cash,—the title has been examined by Messieurs Cameron and McMichael.

That the balance to the credit of the Capital Account in the Bank is $5,690.32, and to the credit of the General Account, $46.46. The Capital and General Accounts, directed to be laid on the Table in May and November, are submitted.

The Report was adopted by the Council.

TORONTO, 1874. LEWIS MOFFATT, Chairman.

November 26, 1874. Resolved, That the Honourary Degree of D.C.L. be granted by the University of Trinity College to Sir John A. MacDonald, in recognition of his distinguished public services.

Resolved, That the Honorary Degree of D.C.L. be conferred upon the Right Reverend the Lord Bishop of Algoma in his absence.

December 15, 1874. A Correspondence between the Provost and Professor Ambery, on the subject of the use of the College Hall for an entertainment to be given by Mr. Ambery was read, also a Letter from the Chancellor to the Provost on the same subject, when the following Resolution was passed.

Resolved, That this Council, having heard the Statements made by the Provost and Professor Ambery desire to place on record their approval of the decision of the Provost, in declining to sanction the proposed entertainment in the College Hall, in regard to the Waxworks; the Tableaux Vivants and Dancing.

UNIVERSITY CONSOLIDATION ASSOCIATION OF TRINITY COLLEGE.

At the Annual Dinner of this Association, held on the 29th of December, 1874, the Provost, in reply to the Toast of the Founder, (Bishop Strachan) said:—

On the 29th of December, 1874, the annual dinner of the Association was held in the College Hall. Among the numerous guests were gentlemen of eminence in letters and education; and as the speeches were of more permanent interest than those usually delivered on such occasions, the Committee have thought it well to give them, as far as practicable, a permanent form, in this Pamphlet.

The graceful tribute paid by the Provost to the memory of the founder and of the first Chancellor of our University, will be read with pleasure by those Trinity men who were denied the greater pleasure of hearing it spoken.

The principal topic of the other speakers was the question of a Provincial University. We give some of the speeches *in extenso*, and only regret that we are unable to do the same with those of Professor Wilson and Professor Cherriman, who handled the subject with great humour.

It will be seen that the opinion is unanimous in favour of the consolidation of the existing Universities of this Province into one on the Oxford and Cambridge model. The Chancellor, indeed, suggested a doubt, not as to the expediency, but as to the practicability of the scheme. To this the obvious answer is that it has never been attempted on the basis now proposed. To the other objection hinted at, that such a union would imply the destruction of the religious character of our University, we are bound to say that if such were the necessary result, the Association would never have discussed the project. Without its religious element Trinity would have no *raison d'être*, even as a member of a Provincial University. It is because no such result need be anticipated, and because it will have the effect of bringing more men under the influence of its teaching, that friends of Trinity wish this scheme to be adopted.

That Canadians who are deeply interested in the improvement of national education, sympathize with this movement, is shown by the article from the NATION which we print below.

As Professor Ambery has already expressed his views on this subject, we have selected a few paragraphs bearing more immediately upon it, from one of his letters.

The Communications we have received from Members of the Corporation and other friends of Trinity, encourage us to hope that the authorities of our University will take this question into their earnest consideration.

We would urge our fellow-graduates who have not already done so, to send in their names and addresses to the Secretary. Subscriptions should be sent to the Treasurer. Although, (to use the words of Lord Dufferin), "we are strong in medicine," few Medical Graduates have become Members of the Association. We would remind them that it is a University, not a College Association, and express the hope that they will no longer stand aloof from us.

A reunion of Trinity men at the College in the ensuing spring, for the discussion of matters of deep importance, is under the consideration of the Committee.

We are justified in stating that our last annual dinner was a great success, for which we are indebted to a great extent to the assistance of Professor Ambery, which we are glad to have an opportunity of acknowledging.

Signed on behalf of the Committee.

GEO. A. MACKENZIE, *Secretary.* R. GREGORY COX, *Treasurer.*

TORONTO, December, 1874.

LIST OF TOASTS AT THE ANNUAL DINNER, 29TH DECEMBER, 1874.

THE QUEEN.

Revered, beloved! O you that hold
A nobler office upon earth
Than arms, or power of brain, or birth
Could give the warrior kings of old!

. . . . .

Her court was pure, her life serene:
God gave her peace; her land reposed:
A thousand claims to reverence closed
In her as Mother, Wife, and Queen.

THE FOUNDER.

Ever witness for him
Those TWINS OF LEARNING that he raised in you.

King Henry VIII.

THE CLERGY.

To all the country dear;
And passing rich—with forty pounds a year.

THE ARMY, NAVY, AND VOLUNTEERS.

Halt! Shoulder Arms! Attention? Stand at Ease!
O Britain! O my Country! Words like these
Have made thy name a terror and a fear
To all the nations.

THE SISTER UNIVERSITIES.

Facies non omnibus una,
Nec diversa tamen, qualis decet esse sororum.

TRINITY UNIVERSITY.

"Floreat domus."

THE BENCH AND BAR.

The depths of lawe they searche with painfulle toyle,
Not cunning quirkes, the simple man to spoyle.

THE LADIES.

Propria quæ maribus.

No angel, but a dearer being, dipt
In angel instincts, breathing Paradise.

In response to the Toast to the Founder, the Provost said:—

It is with great satisfaction that I hear the toast which has just been announced proposed within these walls; and there is no toast of the evening to which I should feel it so high an honour and so great a pleasure to respond.

We must act in the present—we must provide for the future; but we can do neither the one nor the other well and wisely, except we look with loving and reverend eyes to the past; and if this be our duty as men in all the relations of life, most assuredly it must be our duty as members of this Society.

The past on which we have, in this capacity, to look back, is not a very distant one, and it appeals most strongly to our sympathies.

The place in which we are now assembled will bring before the minds of some here present the ceremony of the inauguration of Trinity College, at which the revered and beloved prelate whose memory we now recall presided nearly twenty-three years ago. It will also remind them of many other subsequent gatherings of a lighter character, at which, however, he did not disdain to grace our proceedings by his venerable and genial presence. I would venture, then, to suggest that we cannot, as members of this Society, more truly honour his memory, or raise to it any more appropriate or acceptable tribute, than by using our best endeavour to carry out his plans and mature his designs in respect of this College. We know that the object contemplated by the late Bishop himself and by those who laboured with him, was to establish a College in which the sons of members of the Church of England might receive a higher education, in accordance with the teaching of that Church, and so be enabled to serve God, not only in the sacred ministry of His Church, but also in the several liberal professions and in the ordinary walks of life. When I look around me here, and when I remember the men who have gone forth from us during the last twenty

years, some of them honourably known at home or in the remoter parts of the Empire, I cannot think that the work to which the late Bishop put his hand has failed to bear good fruit, notwithstanding the many difficulties and struggles through which Trinity College has passed. We must, I think, be satisfied that had no such work been undertaken, the position of the Church in this Province must have contrasted very unfavourably with that which it now occupies.

For myself, I owe to the late Bishop a debt of most grateful and affectionate remembrance. I received from him the kindness of a father. Amid the difficulties, which are inseparable from the conduct of a new institution, his kindly invitation was, "Always come to me if you are at a loss," and he was one to whom, under such circumstances, I never went in vain. Constitutional and responsible government is, no doubt, an excellent thing in theory, but, for personal comfort and convenience, nothing is to be compared to a mild and equitable despotism. The late Bishop was, indeed, a man to rule, but he ruled for the benefit of those who were content to acknowledge his sway.

Before I sit down, Mr. President, I must be allowed to mention, in connection with this toast, a name which I am satisfied the late Bishop would desire should ever be associated with his own when we speak of him within these walls—the name of the late Sir John Robinson. His memory, too, I must ever cherish with the deepest respect and gratitude, as that of a wise and sagacious counsellor—of a tried and steadfast friend. I know, too, the place which he held in the esteem of the late Bishop, who often spoke of him as his right hand. May we never forget the memory and the example of men like these. If we are true to ourselves and to the principles on which they laboured to erect this College, I am well assured that not only we ourselves, but our descendants in long years to come, will have cause to bless God that our Country and our Church were permitted in His good providence, to number among their sons these two illustrious names.

Mr. Goldwin Smith being called upon to respond to the toast of "THE SISTER UNIVERSITIES," on behalf of Oxford, said:

He was entitled to respond to the toast of "The Sister Universities," if gratitude could constitute a title, for he had shared the bounty of Oxford Founders, first as a student in Magdalen College, the most beautiful of all the homes of learning, and afterwards in University College, which, although the story of its foundation by King Alfred is not to be relied on historically, may well be proud of being dedicated to the memory of a Sovereign who was not only the political saviour of his Country but also the restorer of English learning. Not long ago he had visited Oxford, and while he stood on the dome of the Radcliffe Library and looked down on the glories of the historic city with its twenty-five Colleges and Halls, it naturally occurred to him to ask when we should have a counterpart of those glories here.

The grandeur of Oxford and Cambridge had been produced by concentrating the resources of learning and science in one place instead of scattering them over the Country. This concentration had been due in the first instance to happy accident. In the Middle Ages, there was no source of knowledge but the oral teaching of the Professors, to the centre of which all Students were obliged to resort. But the same course had been pursued by the later Founders, and the result was a University rich not only in money and all the appliances of learning and science but in the advantages of intellectual intercourse, and that stimulating intellectual atmosphere which was as valuable as pecuniary endowments to the Student. Here, as in the United States, the opposite system had unfortunately prevailed, which there sometimes led to the result that the Observatory was found in one place, the Observer in another, and the Telescope in a third. While such a system of separation continued to prevail, it was impossible for Canada to have a really great University; but it was most desirable that we should have a really great University in this Country. At Oxford there were several Canadian Students, amongst them some who would inherit great wealth, and probably

exercise great social and political influence in Canada. It was easy to see how much there was to attract these young Canadians to the great Universities of the Mother Country. But it was better that, if possible, they should be educated among those among whom they were to pass their lives and with whom they were to act, even if home education involved some intellectual sacrifice. If we could build up in course of time an Oxford in Canada, it would be our best tribute of gratitude for all that we owe to the Universities of the Mother Country.

Mr. T. Moss, M.P., Vice-Chancellor of the University of Toronto, expressed his sympathy with the objects for which the Association had been established. After speaking in terms of encouragement of the Association, he said that he learned from a printed statement of its objects, which he had seen, and from some of the remarks made by preceding speakers, that it intended to bring prominently before its members the feasibility of the establishment of one great Provincial University. He was conscious of the great difficulties in detail which surrounded this project. They might be unsurmountable—he did not know; but, speaking for himself, he would say that he had not abandoned the hope of yet seeing one central University, dispensing with equal hands her Degrees and Honours. Dear to her sons as was Oxford, or Cambridge, (and most eloquently have their praises been sounded this evening), he claimed equal pride in, and affection for, his own *Alma Mater*, the University of Toronto. He held with Mr. Goldwin Smith, that, whatever their imperfections, the Universities of Canada were the best for us, Canadians. Our Universities could not, of course, assert an equality with those of the older land; still, they had already done good service, and, with the earnest efforts being made to improve them, they would, he had every confidence, keep pace with the needs of the Country. All our Universities could unite, even if that union which had been referred to were deemed impracticable, to work together for one common end— to oppose truth and learning to falsehood and ignorance; and if the greater union could not be realized, he trusted both University and Trinity College would always be found working harmoniously together for the improvement of our common country.

The toast of "TRINITY" having been given, the well-known College song *"Mel' Agona,"* was sung by the whole company.

The Honourable J. H. Cameron, Chancellor of the University, said that Trinity College would always be glad to meet the Representatives of other Universities in friendly and social intercourse, as on the present occasion. Some of the gentlemen, whom they had listened to with interest, had touched upon a topic of great importance to the cause of education in this Country. He meant the subject of a closer union between the various Universities. It was always a pleasure to listen to the words of those who had devoted much thought to educational questions, and who were thoroughly qualified to speak upon such questions. He had, therefore, listened to the observation of Mr. Goldwin Smith and Doctor Wilson with attention. No person who desired the progress of higher education could help wishing that some such scheme as had been spoken of by the gentlemen he had named—some scheme whereby one strong national University should take the place of many scattered and weaker institutions—might be devised and promoted. But while the friends of Trinity College would yield to none in an earnest desire to advance the general interests of education, it was impossible for them to forget the events which called Trinity College into existence, and the reasons which might still present as obstacle, as far as this College was concerned, to the consummation of such a union. Trinity College was founded by him whose memory had been reverently pledged that night, with an object which should be dear to the heart of every true member of the Church. That object she would never consent to forego. Any scheme of union which might endanger the fulfilment of her mission could not be countenanced for a moment. Trinity College had endeavoured faithfully to carry out the purposes of its Founder. He trusted that, through great difficulty and discouragement she had, to a large extent, succeeded. If it were possible to extend her sphere of usefulness by entering into a union such as

had been referred to—if such a union could be shewn to be practicable, he thought that Trinity College would not hold aloof. He feared, however, that the advocates of the project would be met by many difficulties—difficulties which might prove insurmountable. Laudable as the idea was—simple as it seemed in theory—he had too much reason to fear that attempts to carry it into practical effect would result in failure. But, speaking as Chancellor of Trinity College, although with no authority from the Corporation so to speak, he considered that he might venture to say that whenever it could be shewn that a plan of University consolidation, in which Trinity would be justly represented, and by which its peculiar sphere would not be circumscribed, could be realized, her authorities would be prepared to cast in her fortunes with her sisters in this Province.

(From the Reverend Professor Ambery's Letter to the *Globe* of January 15):

"I am not ashamed of the present condition of Trinity. Her funds are in good order and well looked after. Her roll of Graduates numbers at least four hundred; part in Holy Orders from Central India to Japan; part in Law, in Medicine, in the higher branches of commerce; some in high educational positions; and against not one lies there any stain of reproach for want of honesty or open immoral living. Trinity has done her duty to the State as well as to the Church. Within her walls, in our Society,

"We hold debate—a band
Of youthful friends—on mind and art,
And labour, and the changing mart,
And all the framework of the land."

We have done our duty to the State during the twenty-four years of our working. That we are labouring outside of State organization is a hardship to some of us; but I hope the time is at hand when our claims will be recognized, and we shall be, with University College, breast-a-breast in the front ranks of a grand Provincial University. We both claim one founder—

"Ever witness for him
Those TWINS OF LEARNING, that he raised in you."

Our difficulties have been constantly and persistently reported by our enemies; and the theological teaching of our College is held up to uneducated and philistine prejudice as unprotestant.

In addition to a staff in Classics, Mathematics, and Chemistry, equal numerically to that of University College, we have a Medical department with twelve Professors, and outnumbering in Students most Medical Schools in the Dominion. We have built at Port Hope an establishment twice as large as Trinity itself—a thoroughly efficient Public School, with more than one hundred boarders. Nor must I neglect to notice which we consider the characteristic feature of our University—the education rather than instruction of the youth committed to our charge, in hall, in chapel, in lecture, in the field;—that we attempt to form manners, to add moral strength to intellectual development; and we feel convinced that when we join a national University—*as my earnest prayer is we soon may*—if we do not add many animate cyclopædias to its roll, we shall present some sound bodies as well as sound minds—and if we bring not much 'light,' we may at least give some 'sweetness' to our new *Alma Mater*."

IV. THE (FREE) PRESBYTERIAN CHURCH OF CANADA, REPRESENTING KNOX COLLEGE, 1874.

PROCEEDINGS OF THE SYNOD OF THE CANADA FREE PRESBYTERIAN CHURCH, KNOX COLLEGE.

June 6, 1874. The Assembly called for the Report of the Board of Management of Knox College. The Report was handed in and was read for the Chairman, the Reverend Doctor Proudfoot, by the Reverend William Reid. The Report contained state-

ments on Finance, embracing the Ordinary Fund, Endowment Fund, Bursary Fund, and Building Fund. There was read also the Reports of the Senate and of the Board of Examiners.

June 9, 1874. The Assembly called for the Report of the Committee appointed to draft a Deliverances on the Report of Knox College.

The recommendations, anent the Report on Knox College, were taken up, one by one, and were severally adopted, without amendment.

June 10, 1874. It was moved by the Reverend Professor Gregg, seconded by the Reverend Principal Caven, and agreed to, That the Board of Management of Knox College be, and they are hereby empowered by the General Assembly, if they deem it expedient, to borrow, on Mortgage on the new Property in Spadina Avenue, Toronto, such an amount as may be necessary for completing the College Building.

On motion of the Reverend Principal Caven, duly seconded, the Reverend Doctor Proudfoot was appointed Lecturer on Homiletics in Knox College.

June 10, 1874. Resolved, 1. That the Assembly express its satisfaction with the state of Bursary Fund, and strongly recommend it to the increased liberality of the Church.

Resolved, 2. With regard to the Building Fund the Assembly express its high appreciation of the services of the Professors of the College, and its deep sense of the liberality of the Church for the large sums reported, and recommend that, so far as convenient, the Professors prosecute the canvass during the current Summer, and obtain the co-operation of such as may be able to lend valuable aid.

3. That, on account of special circumstances, Mr. Goldie, a Student of the second preparatory year, be permitted to enter the Class in theology, on his passing such Examination as the College Senate may prescribe.

4. That the recommendation of the Board of Management, with reference to the Lectureship on Homiletics, etcetera, be adopted, namely, that the Lectureship be continued until some permanent arrangement be made for teaching these branches.

5. That the Reverend Doctor Proudfoot be, as he is hereby appointed, Lecturer on Homiletics in Knox College.

6. That the recommendation of the Board for the increase of Professors' Salaries be adopted.

7. That the Board of Management be, and they are hereby empowered by the General Assembly, if they deem it expedient, to borrow on Mortgage on the new Property in Spadina Avenue, Toronto, such an amount as may be necessary for completing the College Building.

8. That the Aged and Infirm Ministers' Fund be relieved of the amount of $400, ordered by last Assembly to be paid to the Reverend Principal Willis, as part of his retiring allowance, and that this sum be charged to that Fund of Knox College.

The Committee appointed last year to take into consideration the whole question as to Professors' Salaries, presented a Report, which was read for the Convener, the Reverend Doctor Topp, by the Reverend Doctor Taylor, and is as follows:—

Your Committee having fully considered the matter remitted to them, are unanimously of opinion that it is the duty of the Church to make provision for the more comfortable support of the Professors in our Theological Colleges. The Church has called them to occupy a position of great importance to its interests; they have to reside in the two principal Cities of Ontario and Quebec, in which the cost of living, as indeed throughout the whole Dominion, is largely increased, and their present Salaries, in these circumstances, are confessedly inadequate for the suitable maintenance of themselves and Families; and accordingly, your Committee recommend to the Venerable the General Assembly that the Salaries be for Knox College:—

The Reverend Principal Caven	$2,700
The Reverend Professor Gregg	2,500
The Reverend Professor McLaren	2,500

REPORT OF THE BOARD OF MANAGEMENT OF KNOX COLLEGE.

The Board of Management of Knox College have to report that, on the first day of October, 1873, the Reverend William McLaren, lately of Knox College, Toronto, was, according to the instructions of the General Assembly, inducted into the office of Professor of Systematic Theology by the Presbytery of Toronto; further, that the Reverend Doctor Proudfoot, during the last half of the Session of the College, conducted the Classes in Homiletics, Pastoral, Theology, and Church Government. During the first half of the Session instructions in Elocution were given by Mr. Taverner. The work of the Session was carried on with much harmony and efficiency.

It will be seen from the Report of the Senate, herewith transmitted, that there were 38 Students in the Theological Department,—13 being of the first year, 9 of the second, and 16 of the third. There were also 19 in the Preparatory Department. Besides, a considerable number of young men, having a view to the Ministry are prosecuting their studies in the University of Toronto. While it is matter of thankfulness that the graduating Class this year is exceptionally large, yet, in view of the pressing wants of the Church, and especially of the Home Mission field, there is much need to use all legitimate means to induce young men of suitable character and talents to study for the Ministry, and especially to pray to the Lord of the harvest to send forth labourers into His harvest. Unless a much larger number of Students can be obtained, the Church will not be able to accomplish the work entrusted to her, and upon which she has entered.

From the full and accurate Financial Statement accompanying this Report, it will be seen that the contributions to the ordinary Fund of the College to the first of May have amounted to $7,800.70. This leaves a deficiency in the ordinary Revnue of $1,802.88, which is due to a deficit of $80.94 from last year, to the transference of $1,000 from the Alexander Estate to the Endowment Fund, and to a deficiency of $721.94 in the Revenue for the year terminating on the first day of April, which may have been partially occasioned by the extraordinary efforts made to erect a new College.

It will be also seen that the Endowment Fund now amounts to $6,612.10.

The contributions to the Bursary Fund have amounted to $1,983.67, which, with a balance of $90.34 from last year, amounts to $2,074.12, all of which has been expended, with the exception of $53.12.

The Board has great pleasure in reporting that the amount subscribed for the new College Buildings is now $86,159. Of this sum $22,871.82 have already been paid. The Contracts let amount to $73,680, but these do not include Heating Apparatus, Fencing and laying out Grounds, and several other extra and contingent expenses. In order to meet engagements with the Contractors, it has been found necessary to borrow $10,000 from the Western Assurance Company, giving as security a Mortgage on the old College Building and Site.

It is gratifying to state that the work on the new Buildings, the Foundation Stone of which was laid on the first Thursday in April, is advancing rapidly, and it is expected that the whole will be completed early next year. Although much has already been done, yet it is to be hoped that friends will not relax their efforts, as it is not expected that the whole can be completed without large additional subscriptions, nor that the instalments, as they become due, can be collected without much exertion. Thanks are due to several friends, but especially to the Reverend Principal Caven and the Reverend Professors Gregg and McLaren, for their exertions and perseverance in canvassing for subscriptions. Special thanks are also due to a subcommittee of the Board, of which the Honourable John McMurrich is Convener, and which is composed of several able business men in Toronto, in addition to Members of the Board, for their great diligence and business skill in maturing the plan of the Building, letting Contracts, and superintending the whole work. It is felt by the Members of the Board that a high honour has been conferred on them by entrusting this great work to them without reservation, and their only regret is that their term of office expires too soon to permit them to report its completion, as an abiding monument of the Church's liberality, and of its determination to spare no expense needful to secure an Educated Ministry.

The Board has pleasure also in reporting that His Excellency the Earl of Dufferin, with the view of encouraging education, has offered to present a Silver Medal, to be competed for by all Theological Students, as a Prize for General Proficiency, and that this offer has been suitably acknowledged and accepted.

Mr. Gunn's appointment has been continued till the close of next Session of the College.

The Board agreed to recommend that the Lectureship in Homiletics, etcetera, be continued, until some permanent arrangement is made for teaching these branches.

The Board also agreed to recommend that the Salaries of the Professors in the College be increased. This recommendation is made at the present juncture especially,

because the whole question of Professors' Salaries will be brought before the General Assembly by the Committee appointed last year to consider and report on this matter.

OTTAWA, June 4th, 1874.

JOHN J. A. PROUDFOOT, Chairman of the Board of Management.

Appended are the various Accounts of the College. From the 1st of May, 1873, to the 30th of April, 1874, as audited for presentation to the Synod—

KNOX COLLEGE-ORDINARY FUND, 1873-74. RECEIPTS.

	$ cts.	
Received from all sources	7,800 70	
Balance at Debtor on the 1st of May, 1874	1,802 88	
		$9,603 58

Payments.

	$ cts.	
Balance at Debtor at beginning of the year	80 94	
Salaries, including Doctor Willis, retiring Salary	6,948 09	
Various Accounts	874 55	
Amount from the Alexander Bequest, transferred to the Endowment Fund	1,000 00	
		$9,603 58

ENDOWMENT FUND. RECEIPTS.

	$ cts.	
Balance at the beginning of the year	5,192 10	
Interest	420 00	
Amount from the Alexander Estate	1,000 00	
		$6,612 10

Payments.

	$ cts.	
Interest credited to College Ordinary Fund	420 00	
Balance	6,192 10	
		$6,612 10

KNOX COLLEGE—BURSARY FUND, 1873-4. RECEIPTS.

	$ cts.	
Balance at the beginning of the year	90 45	
Received for the Fund	1,983 67	
		$2,074 12

Payments.

	$ cts.	
Bursaries and Scholarships paid	1,227 00	
Mr. Taverner, on account of Teaching Elocution	50 00	
Amount invested	700 00	
Proportion of Expenses	44 00	
Balance	53 12	
		$2,074 12

KNOX COLLEGE—NEW BUILDING. RECEIPTS.

	$ cts.	
Received on account of Subscriptions, etcetera	22.871 82	
Received a Loan on the old Building	10.000 00	
Received for the Sale of the College Street Lot	3,606 80	
By Balance	882 04	
		$37,360 66

EXPENDITURE ON THE NEW BUILDING.

	$ cts.	$ cts.	
College Street Lot	3,344 00		
Deed, Registration, Agency, and Advertising ...	59 50		
		3,403 50	
Interest paid		77 70	
Paid for lot on Crescent		1,000 00	
	$ cts.		
Advertising	40 40		
Taxes	54 24		
Premiums for Plans	250 00		
Photographer, Wood Engraver, etcetera	61 30		
		405 94	
Expenses in connection with canvassing, etcetera, Postages, Clerks, etcetera		867 72	
	$ cts.		
Interest on Purchase money	315 00		
Interest for Loan and advances	190 80		
		505 80	
Builders		31,000 00	
			$37,360 66

REPORT OF THE SENATE OF KNOX COLLEGE SESSION 1873-1874.

The Senate of Knox College has to report that the number of Students in the Theological Department during the past Session was thirty-eight.

The Reverend Princapl Caven had under his charge three Classes,—the Senior Exegetical, the Junior Exegetical, and the Class in Biblical Criticism.

The Reverend Professor Gregg conducted the Classes in Apologetic and Church History, and examined the Homilies and Latin Discourses.

The Reverend Professor McLaren conducted the Class in Systematic Theology, consisting of the Students of the second and the third years.

Each Student was required to write one Theological Essay during the Session, which duty was performed in a very satisfactory manner.

The Reverend Doctor Proudfoot delivered a series of Lectures on Homiletics, with the view of supplementing and perfecting the system taught last Session.

In addition to systematic lecturing, the Reverend Doctor Proudfoot examined carefully and criticised in the Class sixteen Sermons by Students of the third year, and nine Lectures by Students of the second year. There, was thus, the opportunity of applying practically the principles of sermonizing established and inculcated during the Session.

All the Professors speak with perfect satisfaction of the diligence and the deportment of the Students, and of the regularity of their attendance on the Classes.

In accordance with the instructions of the General Assembly, the services of a Teacher of Elocution were secured, and the Senate is happy to report that the Lectures of Mr. Taverner, who was engaged by the College Board, were much valued by the Students, and are believed to have been very useful to them.

In the Preparatory Department of the College, the number of Students during the past Session was nineteen.

The Students in this Department, as in former years, received instruction in Knox College in Classics only; but gave attendance at the University of Toronto on the Classes prescribed to them by the Board of Examiners.

The Class this year graduating is exceptionally large, consisting as it does of sixteen Members.

REPORT OF THE BOARD OF EXAMINERS (WESTERN SECTION).

The Board of Examiners submits the following report of its operations during the past year:—

Seven Students presented themselves for examination in the beginning of October, with the view of having places assigned to them as Students of the Preparatory Course of Knox College.

Of the twelve Students entering on the study of Theology in October, only six were examined by the Board, the remainder having been admitted to the standing of the study of Theology, in accordance with the legislation of the last Assembly, on the ground of their possession of the Degree of B.A. or M.A., or of their having completed the Preparatory Course of Study at Knox College.

As in former years, an examination was conducted by the Board for the purpose of awarding Scholarships to Students attending University College, with the view of their entering the Ministry of the Canada Presbyterian Church.

Thirteen Students competed, and, as the result of the Examination, the Board awarded Scholarships.

The Scholarships are awarded to Students on the distinct understanding that it is their intention to enter the Ministry of the Canada Presbyterian Church. While no pledge is taken that the money should be refunded by those prevented from carrying out this purpose, in several instances this has been done, two having occurred since the date of last report.

TORONTO, June 1st, 1874. JOHN M. KING, Convener.

DESCRIPTION OF THE NEW BUILDING FOR KNOX COLLEGE, 1874.

In May, 1874, was laid with appropriate ceremonies the Corner Stone of a New Building for Knox College on the Crescent, Spadina Avenue, north of College Street. The following is a description of the New Building:—

The Building is designed in the Gothic style of architecture, and in plan is in the form of the letter E. The Facade fronting the Avenue is 230 feet in length, and the Wings running north are each 150 feet in length. The main Entrance is under a lofty Tower of 130 feet in height, and is flanked on each side with stone pillars with carved stone capitals, tracery heads, and surmounted with moulded pediments and carved stone finials. The main entrance lobby under the Tower is groined with oak moulded ribs, resting on carved stone corbels. The floor is laid with encaustic tiles. The main Entrance Hall is 15 feet wide, with a heavy oak Staircase opposite it, leading to the Library, Museum, Reading-rooms, etcetera. To the right and left of this Main Entrance are the Corridors, 10 feet wide, with arches at intervals, leading to the various Class-rooms, Professors' Rooms, Lecture-room, and Dining Hall. There are two Class-rooms, holding 80 Students each, and two holding 50 each. On the ground floor are also the Secretary's Room, four Professor's Rooms, Senate Room, Visitors' Room, Housekeeper's Apartments, etcetera. The Boiler-room is outside the central portion of the Main Building. On the first floor in the centre of the Building is the Library, 50 feet long and 30 feet wide, with Reading-rooms opening out of it at each end. Over the Library is the Museum, with a handsome timbered roof. There are 36 Rooms for the Students, each Room averaging 14 feet by 20 feet, thus giving accommodation for about 80 resident Students. The Building will be heated by steam, and ventilated with a system of flues connected with a rarefied air shaft around the boiler chimney flue. The Building is being erected with white brick, with stone base courses, belts, strings, sills, and door steps, moulded drips to windows with carved bosses, stone angle column to Tower, with carved capital. The upper windows of the Tower will have moulded and carved Balconies, supported on carved stone corbels. The Lecture Hall will have a rich open-timbered roof. At the west end of this Hall is the Gallery, approached by a Stair running up in a Tower over the east side Entrance.

At the appointed time the Reverend W. Reid, M.A., Moderator, said that, on this occasion, they were assembled to inaugurate an undertaking of great importance, which was to be a worthy result of many years labours, which took place under less favourable circumstances. For several years the College was carried on in Grosvenor Street, in a Building formerly the residence of the Earl of Elgin, which, after some alterations, was adapted to the purpose of the College Institution. The first Building was found to be uncomfortably small, and it was considered that something better was needed, although, unlike a great many things in the present day, old Knox College was much better than it looked. The subject of the erection of a new building was laid before the Assembly last year, and it was then decided that the necessary steps should be taken for the erection of new Buildings. Accordingly the necessary steps were taken, the work was commenced, and subscriptions flowed in through the exertions made by the Reverend Principal, Professor Caven, and the other Professors in

various parts of the Country. But the canvass was not yet completed, although the result has been highly satisfactory. They had met to-day for the purpose of laying the Corner Stone and invoking the blessing of God on the erection of the Building. Before proceeding with the more especial work, they would unite in singing a few verses of one of the grand old Psalms which were sung by their forefathers in the days of old. It was one of the Psalms which often animated the hearts of their forefathers when labour and suffering too, was demanded of them.

The 46th Psalm was then sung, after which the Moderator read portions of Scripture from Psalms 126-127, and Ephesians iv. Prayer was then offered up, after which the Reverend Principal Caven read a statement of the progress of the College, as follows:—

HISTORICAL SKETCH OF KNOX COLLEGE, FROM ITS ESTABLISHMENT TO THE PRESENT DATE (MARCH, 1874).

Knox College, although the title was not given till 1846, may be said to have been instituted in 1844, when, at the Meeting of the Synod of the Presbyterian Church of Canada, on the 14th of October, it was resolved to appoint a Professor of Divinity, and a Professor of Literature and Science for conducting the Studies of young men aiming at the Ministry, the Professors to be for the present stationed at Toronto. The Reverend Andrew King, a Deputy from the Free Church of Scotland, interim Professor of Divinity; and Reverend Henry Esson, of Gabriel Street Church, Montreal, was appointed Professor of Literature and Science. During the first Session, (1844-5), the attendance was in all fourteen, four of whom had been Students of Queen's College, Kingston, before the disruption, which took place in July, 1844. The Classes were conducted in an apartment of Mr. Esson's house, in James Street, in the City of Toronto. The Synod, at the same Meeting, in view of the Reverend Doctor Robert Burns, of Paisley, who had been called by the newly organized Congregation of Knox Church, in Toronto, coming out, and of his varied qualifications, appointed him as Professor of Theology, the appointment being subject to any contingency arising from the Synod resolving, at a future time, to separate the office of Professor from that of Pastor, or such other circumstances as might affect the decision of the Synod as to the permanent institution or the locality of the Theological Seminary of the Church.

The Synod of 1845 confirmed the appointment of Doctor Burns as Professor of Divinity, and that of Mr. Esson as Professor of Literature and Philosophy.

In 1846, the Synod, with the view of placing the Institution on a more extensive and efficient basis, appointed a Committee to consider the matter of the incorporation of the College, its name, the number of Professors, the erection of suitable Buildings and the establishment of an Academy for the preliminary training of young men, and a Boarding-house for the Students. On the report of the Committee it was agreed that the College should be called "Knox College," and that steps should be taken for establishing an Academy, or High School. This was done in the course of the year, the Academy being superintended by the Reverend Alexander Gale, M.A., formerly of Hamilton, assisted by Reverend T. Wightman, formerly of Camden. No steps were taken for the erection of buildings, but the College and Academy found suitable accommodation in "Ontario Terrace," in the premises which, after having been enlarged and altered; now form the Queen's Hotel. During the Session of 1846-7, able assistance was rendered in the College by Reverend Robert McCorkle, of St. Ninians, Scotland; also, by the Reverend W. Rintoul, who conducted the Classes in Hebrew and in Biblical Criticism. The Synod of 1847 confirmed the appointment of Mr. Gale as Principal of the Academy, and as Professor of Classical Literature in Knox College. The Synod at the same Meeting, in consideration of the increased number, nine Students, requiring the undivided services of a Professor, resolved to separate the Professorship of Theology in Knox College from the Pastorship of Knox, Church, Toronto, and to send Reverend John Bayne, of Galt, to Britain to confer with the Colonial Committee of the Free Church, and secure, if possible, the appointment of a Professor of Theology. This mission was undertaken and fulfilled, and the result was the appointment of the Reverend M. Willis, D.D., who continued to teach Theology with distinguished success for the period of 23 years. The Synod, when resolving to separate the professorship of Theology from the office of pastor of Knox Church, expressed their sense of the great obligations under which they were to Doctor Burns for the valuable service he had rendered to the College, his watchfulness over the spiritual interests of the Students, and his diligence and zeal in collecting books for the Library.

In 1848 the Synod having expressed their great satisfaction at having obtained the valuable services of Doctor Willis, with the view of promoting the efficiency of the

College, appointed Reverend William Rintoul as Professor of Hebrew, it being understood that the appointment would be an interim one, its permanance being dependent upon the provision that might be made for Oriental Literature in what was King's College, now the Toronto University. Mr. Rintoul discharged with great diligence and efficiency the duties of the Chair of Hebrew for several years, when, in consequence of changes in the University, it was considered no longer necessary to maintain a Professorship of Hebrew in Knox College.

In 1849 and 1850 Reverend William Lyall afterwards connected with the Divinity Hall at Halifax, Nova Scotia, rendered important service to the College and the Church as Professor of Literature and Mental Training. The names of others might be mentioned with honour in connection with important services rendered when necessary to the College from time to time. It would be specially unjust not to mention the name of Reverend Ralph Robb, of Hamilton, who, until prematurely cut off in 1850, was ever ready to give aid when called upon to do so.

In the early part of 1853, Reverend Professor Esson, who had been connected with the College from the beginning, and had done much to advance its interests, and promote the improvement of the Students, was removed by death. He was succeeded by the Reverend George Paxton Young, of Knox Church, Hamilton, who entered upon his duties at the beginning of the Session 1853-4, and brought to his work talents of the very highest order, and a zeal and aptitude for teaching which were highly appreciated by the successive classes of Students which came under his care.

In 1855, it became necessary to remove from the premises hitherto occupied in Ontario Terrace, Front Street, and the property of "Elmsley Villa," formerly occupied by the Earl of Elgin, when Governor-General of Canada, was purchased, and enlarged so as to afford accommodation for the Classes and Boarding department.

In 1856, the Synod added to the Staff by appointing Reverend Doctor Burns as an additional Professor; the Department of Church History and Evidences being assigned to him, while the Department of Exegetical Theology was assigned to Professor Young.

In 1858, an "Act of Incorporation" for the College was obtained from the Legislature. From the first establishment of the College it was not intended that permanent provision should be made for instruction in the literary branches. After Professor Gale's retirement and death, which took place in 1854, Reverend John Laing, and subsequently Mr. James Smith, acted as Teachers in the Preparatory Department. After the retirement of the last named Gentleman, instruction in the Preparatory Department has been given by some of the senior Students, appointed from year to year by the Senate, with the exception of these years 1868-9, 69-70, 70-71, when Reverend Professor Young, who had resigned his position on the College staff in 1864, undertook at the request of the Synod, the charge of the Literary Classes.

Professor Young having resigned his professorship as has been mentioned in 1864, the Reverend William Caven was in 1866 appointed Professor of Exegetical Theology; assistance having been given during the intervening years by the Reverend William Gregg of Cooke's Church, Toronto, and Reverend William Caven of St. Mary's, as Lecturer. In subsequent years valuable assistance was rendered in the College by the following Gentlemen, who were appointed by the Supreme Court of the Church to lecture on particular branches, videlicet:—Reverend Robert Ure of Goderich, Reverend D. Inglis of Hamilton, Reverend Doctor Topp of Toronto, and Reverend Doctor Proudfoot of London, who continues by appointment of the Assembly to lecture on Homiletics and Pastoral Theology.

Doctor Burns having resigned his position as Professor of Church History in 1864, became Emeritus Professor, but continued to give service in the department until his death which took place in 1869.

In 1870 Doctor Willis, to the great regret of many friends, resigned the position which he had so long and so well filled. His resignation was accepted and the very warm expression of the Assembly's sense of his services, was placed on record. In the following year Reverend Doctor Inglis of McNab Street Church, Hamilton, was appointed to the vacant Chair. After holding it for one year, Doctor Inglis resigned his Professorship.

In 1872, the Reverend William Gregg, M.A., of Cooke's Church, Toronto, was appointed Professor of Apologetics. To fill up the vacancy occasioned by the Reverend Doctor Inglis, the Reverend Doctor W. McLaren of Knox Church, Toronto, was appointed in 1873, Professor of Systematic Theology, the classes during the intervening Session having been taught by Reverend Doctor Topp of Knox Church, Toronto, and Reverend Professor Gregg. It may be interesting to state that from the first establishment of the College to the present time, the number of names entered in the College register is 389. Of these there are, exclusive of Probationers and Students, and exclusive also of those who are in other Churches, either on this Continent or in the parent Countries in the service of the Canada Presbyterian Church, about 170.

At the Union in 1861 the Theological Institution of the United Presbyterian Church became united with that of the Presbyterian Church of Canada, so that both Institutions are now represented by Knox College. It is proper, therefore, that in this connection some brief account should be given of the work of Theological education as conducted in the United Presbyterian Church previous to the Union.

The "Missionary Presbytery of the Canadas" representing what afterwards became known as the United Presbyterian Church in Canada, early recognized the importance of providing for a native trained ministry, but no steps were taken in the matter until 1845, when the Presbytery was constituted into a Synod. At this date a scheme for the establishment of a Theological Institution was adopted, and the Reverend William Proudfoot, of London, was appointed first Professor of Theology.

The Institution was located in London. Owing to the position in which King's College, Toronto, then stood, it was found necessary to provide for the literary training of Students, as well as for their instruction in the subjects of a Theological Course. The Curriculum adopted embraced Classics, Mental and Moral Philosophy, Logic and Rhetoric, as well as Systematic Theology, Church History, and Biblical Literature; it was made to extend over four sections of eight months each.

The work of the Institute commenced in the Fall of 1845, the first Student enrolled being Mr. J. J. A. Proudfoot, now the Reverend Doctor Proudfoot, of London, son of the eminent man appointed to preside over the Seminary.

The entire work of teaching rested upon Mr. Proudfoot until 1847, when the Reverend Alexander Mackenzie, of Goderich, was appointed to teach Hebrew, which he continued to do until the plan of study in the Institute was re-modelled and the Institute was removed to Toronto. Mr. Mackenzie was an accurate scholar and an earnest and painstaking Teacher, and is affectionately remembered by those who had the privilege of waiting upon his instructions.

In 1849, it was carried in the Synod, "That, owing to the change now effected in King's College, Toronto, whereby it was made a Provincial Institution, it is no longer necessary that the object of the Institute extend beyond the Teaching of Theology." It was at the same time resolved to transfer the Theological Institute to Toronto. Its next Session was accordingly held in that City, in the Church of the Reverend Doctor Jennings. This was the last Session conducted by Mr. Proudfoot, for he became ill immediately on returning from London, at its close, and died on the January following. Mr. Proudfoot was a man of rare abilities and attainments, possessing a mind of uncommon strength and clearness, but finely harmonized in all its intellectual attributes. He was not less distinguished by his high moral qualities and the singleness of purpose with which he consecrated all his powers to his Master's services.

In 1852, the Reverend Doctor John Taylor, of Auchtermuchty, Scotland, who had been chosen successor to Mr. Proudfoot, came to Toronto, and continued to discharge the duties of Theological Professor till 1860, in which year he returned to his native land. The Institute flourished under Doctor Taylor, and sent forth from Session to Session men who proved valuable additions to the Church's staff of labourers. In 1860, the Reverend Doctor Taylor, to the great regret of all, returned to Scotland, and the Church was deprived of the services of one preeminently fitted, by his high talents, his accurate scholarship, and his extensive acquaintance with theological learning, to take part in moulding the future ministry of the Presbyterian Church in Canada.

The union of the Presbyterian Church of Canada and the United Presbyterian Church in Canada was auspiciously consummated in 1861. At this time ten young men were in their Theological Course in connection with the United Presbyterian Church. These all entered Knox College and completed their Curriculum there, and from this date until the establishment of the Presbyterian College in Montreal, the history of Knox College is the history of Theological education in the Canada Presbyterian Church. The larger stream and the smaller have now united, and Knox College is now regarded, it is believed, with equal affection by all members of the United Church who take an enlightened interest in the Church's work.

For some time it has been felt that more commodious and suitable Buildings were necessary for College purposes. The matter was taken up by the College Board in 1873, and the sanction of the Assembly having been obtained, an appeal was made to the Congregation, the Professors taking a leading part in the work. The result has been highly satisfactory, and it is hoped that the Building, the Corner-stone of which is to be laid to-day, will long remain an ornament to the City, and a credit to the Presbyterian Church, and that from it will go forth many able and faithful Ministers of the New Testament.

The staff at present is as follows:—Reverend William Caven,—Principal and Professor of Exegetical Theology. Reverend William Gregg,—Professor of Apologetics and Church History. Reverend William McLaren,—Professor of Systematic Theology.

Reverend J. J. A. Proudfoot, D.D.—Lecturer on Homoletics and Pastoral Theology. H. H. McPherson, M.A., and P. Straith,—Classical Tutors.

Professor Caven said, that up to the present 76 Congregations of the Church had been canvassed with much success, the subscriptions up to the present amounting to $74,400. But he might state that still more was required. A further sum of $26,000 was required in order to make the list complete. There were some of 130 Congregations on the list, but a large number of these were not expected to do much.

The Moderator then called the Honourable John McMurrich to lay the Foundation Stone. Honourable John McMurrich said he felt very much gratified in being called on to take part in this interesting ceremony. Some thirty years ago Knox College commenced in an humble Building on James Street and the status of the College was continued to be raised up from that time until now. They commenced with two Professors, one of whom had long since gone to his rest and reward, Reverend Professor Burns. Reverend Mr. Gale, and the Reverend Mr. Rintoul, had all gone to the rest where they rest neither day nor night. When the College was first started, the accommodation provided was very small; in the following year more extended accommodation was provided. Ten years' work was carried on in these premises, and in 1855 they removed to other Buildings close by, where the good work had been carried on with success for the past nineteen years, making thirty years from the commencement. The time has now come when the Church has become alive to its duty. They have commenced this Building, which, when erected will be worthy of the Presbyterian Church, and the pride of all the Presbyterian brethren who take an interest in it. This was a step in the history of the College which marks not only the progress to completion of the work, but also from this time the church and College will take their various departures. And when the building is completed and set apart for the purposes for which it is being erected, he trusted there will be found within its walls Professors eminent for their piety—men of ability, apt to teach and keep abreast of the times; and that the result of their labours will be to send forth from year to year, able Ministers of the New Testament. With these few remarks, he would proceed in laying the foundation Stone in the name of the Lord Jesus Christ, the only King and Head of His Church. May He crown their labours with abundant success, and to the glory of His name. The stone, having been properly prepared, was then lowered into position, and Mr. McMurrich declared the Stone to be well made and truly laid.

Professor Gregg made a few remarks as to the present state of the College, so far as the Students are concerned. They had, at the close of the last Session, 38 Theological Students in the Classes, of whom sixteen were Graduate Students. Besides these, there were the Literary Classes immediately under their charge, in which there were eighteen Students pursuing their studies within the walls of Knox College and the University. In illustration of this he might mention that they had thirty-six Students in the University pursuing their Studies with a view of entering Knox College. So altogether, in Toronto, they had in connection with the Church upwards of 90 young men who were to become Ministers in the Canada Presbyterian Church. There were also about 40 Students pursuing their studies in the Montreal Presbyterian College and McGill University with a view of becoming Ministers of the Church. Thus there were 130 Students in the Literary and Theological Classes pursuing their Studies.

The Reverend Doctor Topp then pronounced the Benediction, and the proceedings closed. *British American Presbyterian.*

CHAPTER VII.

CONVENTION OF INSTRUCTORS OF THE DEAF AND DUMB, 1874.

Under the authority of the Ontario Government, an invitation was extended to the Instructors of Deaf and Dumb on this Continent, to hold their Eighth Annual Convention at the Belleville Institution, in August, 1874. Delegates from various states of the American Union attended, with Delegates from Nova Scotia and Ontario. About 200 persons were present. The following list of officers were appointed:—President—Reverend W. Turner, Ph.D., Connecticut; for Vice-Presidents—Reverend Thomas McIntyre, M.A., Indiana; Isaac T. Peet, LL.D., New York; Edward M. Gallaudet, Ph.D., LL.D., Washington; Philip G. Gillett, LL.D., Illinois; Wm. D. Kerr, M.A., Missouri; J. Scott Hutton, M.A., Nova Scotia; Joseph H. Johnson, M.D., Alabama.

For Secretaries, Edward A. Fay, Washington; John Nichols, North Carolina; J. B. McGann, Ontario.

The President, on taking the Chair said, that he had thought when coming here, that a service of forty-two and a half years in the Institution of the Deaf and Dumb, might have excused him from taking an active part in the proceedings of this Convention.

The proceedings of the Convention were formally opened with prayer by Reverend Mr. Burke of Belleville.

Doctor Peet (New York) read a Paper on Language Lesson, and on the principle of Object Teaching which he explained. The method of instruction was stated to consist, to a considerable extent, in giving the Pupil a direction in writing, and then requiring him to perform it, and to state in writing what he did. In employing this system the Teacher must have before him twelve objects, whose names are arranged with a view to embracing the whole alphabet, so that when the Pupil has learned to write them he has also learned to write all the letters in use, the distinction to be observed between the definite and the indefinite article, the proper use of prepositions, the words and characters representing numerals up to one hundred, adjectives of colour, and a considerable number of verbs. The sentence forms were confined to the illustration of the Government of the objective case. Time was exemplified by the present, imperative and the past indicative. The education of the Deaf-mute can be commenced at an earlier age than has heretofore been considered advisable, because repetition rather than reasoning is involved.

Mr. Schelling (Wisconsin) read a Paper entitled "In the School-room." He dwelt on the importance of sign language being exclusively employed in the School-room, except in cases in which it is only possible in some other way to make plain to the mind of the pupil something which it is desired to convey to him. One of the first things the Teacher should aim at was to enable his Pupil to ask questions and to understand what was asked for. The Teacher should from first to last aim to make language expressive of correct ideas which are within the grasp of the child or with which he is perfectly familiar, and these ideas should be clothed in the simple and clear language of the child, that is, in very short and distinct sentences. The Teacher should stop to teach the entire alphabet before he began to teach the sentences. It is now generally known that a child learned the alphabet sooner by seeing the letters in words than by seeing them separately. It should be remembered also that thinking is done in sentences and not in words.

Professor Bell, of Albert College, read an Address of welcome to the Convention.

The President in reply said: We are greatly obliged to the Committee on Education of this City, for their kind welcome of us to this place, and desire to assure them that we have been greatly gratified at finding so beautiful a place as this, and particularly so eligible a location and such convenient and elegant Buildings as we find here prepared for this unfortunate class of our fellow-beings— the Deaf and Dumb. We find here an Institution which, considering the time it has been in operation, is far in advance of those which were established in the United States some fifty years ago or a little more, and we are gratified to find in it a School of over 200 children who have been gathered together within four years, and so competent a Principal and Board of Instructors, some of whom we have known for many years, and in whom we have the fullest confidence. We are all labouring in the same benevolent field of literary and Christian work. We find this class of persons generally gathered into well ordered and well regulated Institutions, receiving the blessings of a Common School Education, and I may also say, a Collegiate Education. But what is better than all, these unfortunate children have been taught that they have a soul within them destined to immortality, that there is a God in Heaven above them, whose providential care is over all, and to whom all are responsible, and to whose blessed abode the good are expecting to go. They knew nothing of all these great themes, of these inspiring hopes, of these glorious realities, but now, by the instrumentality

of this Institution, and other similar Institutions in this broad Continent, they do to a very great extent. These blessings of education and these blessings of Religion are shed upon them, and the light of truth shines into their minds, and they are inspired by the same hopes of a glorious immortality that we are; and, if we are of the faithful in our respective fields we may expect to gather a harvest not only here but a more glorious harvest in the better land, where the ears of the deaf shall be opened, where the lips of the dumb shall sing, and speak forth the high praises of our common God.

An animated discussion on the Paper read by Doctor Peet, then took place.

One of the large Class-rooms of the Institution, Doctor May, of the Education Department of Ontario, displayed a number of interesting articles from the Museum of the Education Department, Toronto. They embraced a great variety of Philosophical Apparatus, Birds, Models for instruction in Anatomy, stuffed Birds, etcetera.

In the evening a social entertainment in honour of the members of the Convention was given in the Town Hall, by the Mayor and Corporation of Belleville and County Council. Mayor Henderson took the Chair, and, after a few words of welcome, called on the Honourable Billa Flint to address the assemblage. In the course of his remarks, Mr. Flint stated that the Institution at this Town was opened in October, 1870, and although it had thus only been open now three months less than four years, it stood seventh among the whole forty-five in America with regard to the number of Pupils. He paid a high tribute to the abilities of Doctor Palmer, the Principal of the Ontario Institute.

The President of the Convention responded in happy terms, giving, in the course of his reply, some interesting reminiscences of a holiday visit which he paid to Canada about 35 years ago, just after the Rebellion.

A number of sentiments, were then proposed and responded to. They comprised the usual loyal and patriotic toasts. The several sentiments were accompanied by suitable airs performed by an orchestra, or by songs.

Doctor Hodgins, Deputy Superintendent of Education for the Province of Ontario, on being called upon, said:—

Mr. Mayor and Mr. Warden—Ladies and Gentlemen,—At this late hour of the night (11 o'clock), I should not have ventured to occupy the attention of this large assemblage, were it not that I was most anxious to convey to the distinguished American Delegates to this Convention, the heartfelt greetings of the Education Department of the Province of Ontario, with which I have the honour to be connected. And I can truly say that the sentiments of cordiality and welcome, embodied in the beautiful Address presented to the Convention this day by the Board of Education in this Town, are also the sentiments and feelings to our American educationist friends of the nearly 5,000 School Corporations in this Province. On behalf, therefore, of this large constituency, representing the High and Public Schools of the Province, I tender their greetings of welcome to the Members of this Convention.

As time is pressing, I shall only mention a few facts relating to our educational progress, which may be of interest to the American Delegates present. I speak of the facts only of which I am personally cognizant, and which have transpired during my own experience in the Education Department of the Province. In 1844, when I entered the Department the Expenditure on behalf of Education in Upper Canada. (now Ontario), not including the Colleges and Universities, was between $300,000 and $400,000. It now reaches the sum of upwards of $2,500,000, exclusive of the sums expended in Colleges and Universities! The number of Schools, too, has increased from 2,600 to nearly 4,750.

Then, as to the organization of the School System itself. The law has been thoroughly discussed of late, and has been recently amended and condensed into two codes: the Public School and the High School Laws. And although, by no means perfect, yet by common consent, it is felt by our public men that no further School legislation will be required for some years to come.

It is not for me to enter into the vexed question of "Commercial Reciprocity" with the United States; but there are two subjects upon which we may enjoy the fullest "reciprocity" of thought, of feeling, of sentiment and heart, with our American friends, and those relate to matters connected with our common Christianity, and to "works of faith and labour of love," springing from a common philanthropy. And why is it that in matters of secular interest and of personal gain, the keenness and sharpness of the trader, the diplomacy of the statesman, and the gilded bait of prospective commercial gain, are all required to combine before both Nations can find a common ground on which to lay the foundation of a system of "commercial reciprocity" between them? while in matters of a higher, nobler, and better nature, they can and do, (as we have demonstrated at this Convention,) enjoy the fullest and freest "reciprocity" of intellectual thought, of sentiment and heart, and of experience and labour? Because the one is human,—of the earth, earthy,—the other is Divine—the work of the blessed Master, consecrated to Him, and imbued with His spirit.

In the special matter of caring for and labouring for the Deaf and Dumb, it is not ours to utter that divine word *ephphatha*—so instinct with life and power as it fell from the lips of the Saviour, but it is ours to endeavour in every way in our power to ameliorate the sad condition of those who are so afflicted—to open up to them the springs of enjoyment—to break down the barriers, as far as possible, which separate them from the outer world, and to prepare them for the richer enjoyment of that better and brighter one above—of which it has been so truthfully and beautifully said, that—

> "*There* we shall HEAR, and see and know,
> All we desired or wished below;
> And *every power* find sweet employ
> In that eternal world of joy!"

At the conclusion of the speech-making, the audiences were invited down stairs to partake of refreshments, which awaited them.

The evening was very pleasantly spent by all who were present.

On the second day,

Mr. O. D. Cook (New York) read a Paper written by Alphonse Johnston, of New York, and entitled "The best means of Teaching the Idiomatic use of the English language." The paper was an admirable illustration of the results of Deaf Mute instruction, being well and thoughtfully written, and marked by a great deal of originality of conception. He contrasted favourably the European system of education with that of the United States, considering that in the latter there was too much cramming and consequent superficiality. What he complained of had crept into the instruction of Deaf and Dumb in the United States, and the system had been greatly impaired in consequence. He advised them to make haste slowly, and not to flirt with knowledge, or they would not be likely ever to get married to it.

Mr. Porter (of Washington) next read a Paper on the use of the Manual Alphabet. He alluded to the power of expression with which it was possible to supplement the use of the Alphabet, and pointed out the importance of every letter having a distinct form, according to the Normal standard, a form such as would be easily recognized and distinguished from others. He cautioned them against incorrect, slovenly modes of forming letters,—faults which he said were quite common. Steadiness of the position of the hands was necessary. He also spoke of the importance of learning to manage properly the arm from the shoulder to the wrist. The energetic use of the arm and hand as a means of emphasis was not to be overlooked. The separation between words should be marked by a brief and barely perceptible pause, but in order to avoid misconception or confusion, no pauses should take place in the words themselves. Accent was of importance, and the grouping of words according to their sense, as in oral speech, should be attended to. The upward and downward movement of the hand might, without violation of rule in regard to steadiness, be employed to represent the

upward, or downward, inflections of the voice in oral speech. Facility in the use of either hand should be striven for. In the teaching of this Alphabet, thoroughness should be insisted upon from the first. He suggested that when the Pupil was learning the Alphabet, he might with advantage make use of a system of finger gymnastics. The training of the left hand should not be deferred, but should be carried out from the first. The reading of the signs, which should receive due attention, was not very difficult, even when they were made with great rapidity, provided, however, that they were, at the same time, made distinctly. As far as possible, and at as early a period in the instruction of a Pupil as possible, the finger language should take the precedence of every other communication in the exercises of the School-room, and if elsewhere also so much the better.

Mr. Noyes read a Paper on the same subject, written by a Mute, George Wing, of Minnesota. The Writer said he could not find language to characterize the committing to memory of long strings of words without at the same time appreciating the ideas for which they stood. This was an evil which it was necessary for the Teacher to be continually guarding the Pupil against. The Teacher should also take care that the Pupil does not falsely associate words with ideas. It should also be the aim of the Teacher from the first to give the Pupil a correct idea of every object about which he uses words, and the Pupil should be required to shadow those Objects in writing himself. The Object was the substance, the word representing the shadow, and the substance should always precede the shadow.

Mr. Wilkinson of (California) then addressed the audience as to the best means of securing to congenital Deaf-mutes of average capacity, an understanding and an idiomatic use of the English language. He said that in every tongue there were a spoken and a written language, differing very materially from each other. In illustrating this assertion, the Speaker gave some specimens of English and Scotch-dialets, and the efforts of the interpreter for the Deaf Mutes to follow him through these created considerable amusement. He ridiculed the use of what is "elegant English" to the neglect of colloquial language, and recommended the Teacher of Deaf Mutes to make the Saxon element of our language the foremost subject of instruction; and cultivate as far as possible all exercises given to the Pupil the phraseology of colloquial speech, to encourage the Pupil to the use of a simple style of writing; while teaching him the meaning of Latin and Greek derivatives to encourage him to avoid their use; to teach Pupils familiarity with verbal contractions, and to avoid unnecessary verbiage in answering questions.

Mr. E. G. Valentine (of Indiana) read a Paper entitled "Instructors and their Work." He said there might be an easy way of doing the work of Dea-mute instruction, but he thought no Instructor had ever yet discovered it. If the Instructor did his duty faithfully, he would be at work every hour and every minute he was in his School-room. Hence the Instructor should have a good physical constitution. The duty of the Instructor consisted chiefly in imparting a knowledge of language, and hence the Instructor should have fine mental abilities, and be himself well acquainted with the intricacies of the tongue he teaches, coversant with the works of the best writers in that tongue, etcetera. The true Instructor was always sensible of the impossibility of his doing his work as thoroughly as it should be done. Every Instructor should have a good moral character, and it was desirable that he should have religious convictions, should be energetic and patient, diligent and faithful, correct in his habits, and able in all things and at all times to control himself. He should also be of a social nature, and have a love for children and a sympathy for misfortune. The Writer considered the French System of Instruction the only one by which Deaf-mutes could be thoroughly taught, and he thought that the sign language should be used sparingly, and that in the English order. He spoke of the importance of good government being maintained by the Instructor, and said that the Teacher should be careful to show the Pupil how to study,—that he must not expect to learn it he does not fix his attention on the Study before him, and prevent his mind wander-

ing about the Room. With reference to language, the Writer had come to the conclusion that its acquirement was a mere mechanical process, and, therefore, the Teacher should not require the Pupil to devote too much time to that study, for some Deaf and Dumb Pupils might receive instruction in it for seven years, and then not be able to use it well. The study of language should be varied with others. The Writer held that Religious Instruction should not be left for Sunday alone, but should be made a part of the duties of every day. He considered the Teachers responsible for the moral and spiritual welfare of the Pupil as well as for his instruction in secular subjects. He recommended the holding of Teachers' Meetings for the purpose of conference on matters relating to their profession. He considered the instruction of Deaf Mutes a profession which offered great inducements to young men having the proper qualifications for the work.

Mr. Carruthers (of Arkansas) read a Paper on the development of strength of character. In Deaf Mute Education nothing was so fatal to the development of character, as to be always receiving and never giving, as was the case in Institutions of this sort; and after eight or ten years' drill in one of them, the capacity for receiving favours was unlimited. Care should be taken to keep Pupils posted on current events, and a love for literature of an elevating character should be cultivated in his mind. With a view to the development of strength of character in the Pupil, his Teacher should be virtuously inclined, and he should be religiously instructed.

Mr. Bangs (of Michigan) followed with a Paper on the extent of the responsibility of the Teacher for the moral and religious character of Pupils. In public institutions for the instruction of the Deaf and Dumb, he went on to argue that the Pupils should be taught only the fundamental truths of the Christian Religion, and scrupulously guarded against becoming sectarians.

A paper by Mr. Thomas Widd (of Montreal), a Deaf and Dumb Teacher, was next read by Mr. Coleman, of the Belleville Institution, the Reverend Thomas Barry, of Montreal, interpreting in the Sign language. The title of the Paper was "the Moral training of Deaf-mutes." The Writer remarked that the care and attention at present paid to morality and Religion in most of these Institutions seemed inadequate to check or prevent to any great extent prevailing vices among Deaf Mutes. The Deaf-mute continued to require, more or less, according to the intellectual calibre, the friendly counsel and parental care of Teachers and friends, throughout his career in the world. When he left School he found himself suddenly surrounded by all sorts of temptations new and strange to him, and if not carefully and properly trained in youth, soon fell a victim to snares and vices which led to the brink of the grave. The Teacher of Deaf-mutes was responsible not only to his God, but also to society for the proper discharge of his duty in the training of his Pupil, which went very far to decide his character in future. An Institution could not be too careful in the selection of its Teachers. Some Institutions for Deaf-mutes had made their Schools training places for Teachers to supply other Institutions, as soon as they were fitted for the work. This policy could not be too severely condemned. Such Institutions as these were the worst to which Deaf-mutes could be sent for instruction and proper bringing up. He recommended that every year a course of Lectures on temperance, mortality, and frugality should be given by the Teachers, with a view to fostering a spirit of frugality and self-dependence. He also recommended that Pupils should be taught the importance of depositing a portion of their earnings after leaving school in Savings Bank. This would prevent their becoming afterwards a burden on their friends and relations.

A discussion then took place on the several Papers, in the course of which Doctor Peet said he considered the suggestion of Mr. Widd, with reference to the formation of temperance societies, an excellent one, as such societies were calculated to promote a public sentiment among the Pupils.

It seemed to be the general opinion of those who took part in the discussion with reference to Religious training, that there was ample ground for giving such training without touching on sectarianism.

Mr. Greenberger (of New York) read a Paper on the method of teaching Articulation and Lip-reading, in other words, a method of teaching the Dumb to speak and to read from the motion of a second Person's lips, what is said by the latter. Mr. Greenberger's method, which he explained to be an adaptation of the German system to the English language, is remarkably ingenious and philosophical, and the exposition of it afforded both the Members and the Visitors a great deal of interest. In the illustration of his method, Mr. Greenberger experimented on three Girls belonging to the Belleville Institution, and, although, they had never received any lessons in either Articulation, or lip reading, the results of the tests were tolerably satisfactory. He made various vowel, dipthongal, and consonantal sounds, the Girls watching his mouth as he did so, and then giving fair imitation of them. Mr. Greenberger pointed out how the voice of Pupils was to be improved. The tendency in each case was to pitch the voice too high. The direction to remedy this was conveyed in a gesture. Sometimes the sound which Mr. Greenberger would give would be sonant when it should be whispered, and *vice versa*. For instance, if he gave the sound of the letter "p" without the vowel, which, for the sake of ease in pronouncing it, usually accompanies it, the Girl would repeat it in combination with a vowel, the latter generally preceding the consonant sound. Mr. Greenberger explained that the simple vowel sounds were those which, in a course of instruction, were first taught to a Pupil, and that from these he was gradually advanced to dipthongs, consonants, etcetera.

Mr. A. Graham Bell, (Boston) followed Mr. Greenberger in an explanation of a system which he calls "visible speech." Mr. Bell, stated that visible speech was invented in England by his Father, who is at present a resident of Brantford. It was originally intended to be employed for philological purposes, but the idea had suggested itself that it might also be used in teaching the Deaf and Dumb to speak. He held that if it were possible for Deaf-mutes to learn to speak simply from seeing the motion of the organs of speech, they would early learn to speak themselves: but this they could not do because some of the operations of the vocal organs could not be seen. He contended that the vocal organs of the Deaf and Dumb were the same as those of persons who spoke, and that the only reason why they were Dumb was simply that they were Deaf, and therefore unable to learn as do other children by imitating the sounds of language uttered by others. Talking machines, which had been invented so as fairly to imitate human speech, showed that talking was merely mechanical, and that therefore all that they had to do in order to get a Dumb person to speak, was to get him to put his vocal organs into the proper position. Mr. Bell went on to explain his system, which is based on ten simple linear signs, one representing the tip of the Tongue, one the top of the Tongue, one the Nose, etcetera. The combination of these represents the different vocal organs in different relative positions, and producing sounds or not as the case may be. For instance, one combination may indicate that the tip of the Tongue is to touch the roof of the Mouth, the Lips to be held slightly apart, and a sound made with the organs in that position A young lady, who was with the Professor, and who assists him in teaching the system, was sent out of the Hall, and then a request was made that words in any language should be spoken, or sounds of any sort uttered. Words in Greek, German, Indian, Latin, and Irish were given, and some of the most extraordinary sounds ever heard were made. Mr. Bell analyzed them as well as he could, and represented them on a black-board by the characters of visible speech. The young lady was then called in, and repeated all the words, and imitated all the sounds with striking exactness. These experiments were provocative of a great deal of mirth. Mr. Bell stated that it had been found by tests made in England, that Deaf Mutes could, without difficulty, be taught the meaning of the characters of the system, and that this had been further proved by its use in several Institutions in the United States, into which it had been introduced. A diagram which he had with him showed how easily this could be done, the characters being placed on a sectional drawing of the human head, beside the organs which they are respectively intended to represent. Mr. Bell showed, in the course of his dem-

onstration of the system, how he could, by certain very expressive gestures and positions of his hands and fingers, give a Deaf and Dumb Pupil directions with regard to the pitch, quantity, and inflexion of sounds. The explanation of the system was listened to, and the experiments were watched, with the greatest interest.

Mr. Hubbard told of a little Girl of his own, who had become Deaf before she had learned her own language, but whom he had taught to do so. She was afterwards taken to Germany, and there a German lady, who did not know any English, taught her to speak the former language by the same method. He also read a Letter written to him by a little English Girl who had been born Deaf and Dumb, but who, having been for two years receiving instruction in articulation, now informed him that she was speaking a good deal.

In the evening, Doctor May, of the Education Department, Toronto gave an exhibition of philosophical experiments, accompanied by a Lecture, to a large audience, consisting of the Members of the Convention, and a considerable number of persons from the Town. The Lecturer had with him a great amount of Apparatus, with the aid of which he gave an entertainment which was both instructive and interesting.

Professor Snider (of Illinois) read a Paper on School Economy. He said that his subject might be considered under two heads. First, economy of time; second, economy of force. He spoke of the importance of economy in the time of the Pupil, that being the Deaf and Dumb Pupils' only stock-in-trade—knowledge, judgment, and wisdom being wanting. It was not difficult to get such Pupils to make good use of their time, for in most cases the Deaf and Dumb child himself saw by the time he was twelve years of age the disadvantage he was under as compared with children who had the faculty of speech. The greatest difficulty was to keep the Pupils interested in the work. One way of doing this, which he recommended, was to make the Pupil feel as much at home at School as possible. He pointed out that in order to keep the Pupil interested, it was important not to exhaust his force. The Teacher's time should not be wasted either, for time lost to the Teacher was lost to the Pupils as well. On this point the writer gave a number of hints of value to those engaged in the instruction of the Deaf and Dumb. Similar hints with regard to the economy of the Teacher's force were also given.

Mr. Williams (of Connecticut) read a Paper on the question, "How shall we induce Deaf and Dumb pupils to read?" He disapproved of teaching such Pupils mere lists of words for a long time, and recommended that as soon as they had learned a few nouns they should be taught some verbs, and then be at once required to combine the words they had acquired into sentences; he also recommended giving the Pupil, as soon as possible, short and easy stories to read, and large and increasing difficult, but always interesting ones, as the Pupils advanced.

Doctor P. G. Gillet (of Illinois) read a Paper entitled, "The Location, Site, Buildings, Materials and Appliances of an Institution for the Deaf and Dumb." He said perfect results of labour can only be obtained with proper appliances. No man could be proficient in many professions; it being true that the "Jack of all trades is Master of none." Adequate means should be sought after in managing Deaf-mute Institutions. Particular attention should be paid to location, as an undesirable one often defeated the very objects for which the Institution was founded. He recommended that Institutions should be built in the capital of the Province or State, as such afforded much better advantage than did a Country Town. For an ordinary Institution eighty acres would be required. Whatever other advantages a location possessed, its healthfulness should be the greatest inducement. An abundant perennial supply of water should be easily obtained—perfect sewerage should be an essential element in the desirableness of an Institution. Beauty in construction of Buildings, and a display of the landscape gardener's skill was especially urged, as the Deaf and Dumb received very great impressions from what they saw. He advocated the establishing of Printing offices, Bookbinderies, and Workshops; also, Conservatories for the culti-

vation of Flowers and Fruit. The Paper was of great practical value, and well received by the Delegates.

In the course of the discussion Mr. T. H. Gallaudet advocated the establishment of numerous small Schools for the instruction of Deaf-mutes, in lieu of the large Institutions which now exist.

The question as to whether natural signs, or the spelling of words, by means of artificial signs made with the fingers should be given the preference seems to be one of much interest among the Instructors of congenital Deaf-mutes, and was discussed with a certain degree of warmth. A Deaf and Dumb gentleman, Mr. Green, of the Ontario Institution, approved of a trial of the sign-language being made, in order that the question might be settled; but he admitted that the use of signs often led to errors by Pupils in the use of the Alphabet. Another Deaf-mute, who said that like himself, his Grandfather, his Grandmother, his Father and his Mother were born deaf and dumb, but that his own child was not, expressed himself in favour of the employment of signs.

A Paper upon the "Home education of Deaf-mutes," written by Mr. D. H. Carroll (of Minnesota), was read by Mr. Noyes. The Writer asserted that there was a lamentable ignorance among Deaf-mutes, not an account of any infirmity of intellect, but because their mental improvement was neglected by those who were responsible for it. He recommended employment of agents by the Government to search for Deaf-mutes, and when one was found that the agent should remain in the child's family for a few days and commence its instruction, and show its friends how to continue its training. In this way they could be prepared for the College established for the benefit of that class, and the advantages they would derive at these Institutions would be an inducement to the Parents of other Deaf-mutes to send their children for instruction.

At the request of the Business Committee, Doctor J. G. Hodgins, Deputy Superintendent of Education for Ontario, was called on by the President to address the Convention, he said—

Mr. President,—I have already in another place conveyed to you, sir, and to the Ladies and Gentlemen of this Convention the cordial greetings of the Education Department with which I have been for many years connected. There are, however, a few things on which I should like to occupy your attention for a short time. I have listened with much pleasure to many papers on subjects of a common interest which have come before the Convention. And, although, I might not concur in all of the sentiments expressed, or in some of the conclusions arrived at in these papers, yet I feel that the fact of so many distinguished Gentlemen having been gathered together from various parts of the United States to exchange opinions, and to discuss questions of vital importance connected with the education of the Deaf and Dumb, is not devoid of special significance in behalf of that unfortunate class; nor can those discussions fail to be of the greatest interest to the common cause of education.

It has occurred to me that very many of the Delegates present would like to learn something of our System of Public Instruction in this Province. I shall, therefore, refer to some of its chief features, but to those only in which our System of Education differs somewhat I believe from that of any with which I am familiar on this Continent.

First.—Our School System in Ontario differs from any in your Country in this important feature:—The Executive Head of the Education Department is a permanent and non-political Officer. The distinguished Gentleman who presides over the Department at present, Reverend Doctor Ryerson, has filled his present position, with great acceptability to the people and service to the Country, for thirty years.

Second.—The second peculiarity is that, on the same days and during the same hours of these days, a uniform examination is held simultaneously in every County and City in the Province, at which every person aspiring to the office of Teacher for the Public Schools is required to be present and to pass satisfactorily before he can

receive a legal Certificate of Qualification. The Examination Questions are prepared by a central authority, and are ssent out under seal, which can only be broken when the Canadidates are assembled for examination. Upon the result of these Examinations, according to a common value assigned to each Question by the central Body, Certificates issue from the Local Boards to 2nd and 3rd Class Teachers; while all who aspire to the highest position of First Class Teachers have their Papers sent up to Toronto to be there adjudicated upon by the central authority. An uniform standard of excellence for the Teacher is thus maintained throughout the Province, while personal preferences and local favouritism for Canadidates have little, or no place in such a system. As a further safeguard against it, the whole of the written answers of every Candidate for a Certificate of whatever grade are sent to the central Office at Toronto, to be examined if necessary, should any doubt arise as to the strictness and impartiality of the examination, or should any appeal be made against the decision of any Local Board of Examiners in any particular case.

In the same way uniform examinations are held simultaneously all over the Province for the admission of Pupils from the Public, into the High, Schools, or Collegiate Institutions.

Third.—The third feature of divergence from the American systems of education is one which will no doubt touch the sympathies of those present. It is the beneficent provision which has been made by the Legislature of the Province for the support and comfort of worn-out and superannuated School Teachers. Every Teacher of sixty years of age who has subscribed to the Fund has a right to retire from the profession and to receive a sum of not less than six dollars per annum for each year of service in the Province as such Teacher. Those under sixty may, under certain conditions, retire on the same terms.

Fourth.—The fourth and last feature to which I shall call your attention is that relating to the compulsory education of children. As the Legislature has finally determined that every Public School in the Province shall be *free* to every child of the neighbourhood, so, as a necessary complement to such a System of Free Schools, it has declared that every child is by law and of right entitled to at least four months' teaching, or schooling, and that every Parent denying his child that right shall either be fined before a Magistrate, or submit to a rate of one dollar a month for every month of such denial, or neglect. The Law makes it compulsory on the Local School Trustees to enforce this law, either by means of a Fine, or Rate Bill, on the neglecting Parents.

I may mention another feature of our School System which is somewhat peculiar. I refer to the facilities which the Department has provided, (of which you have had a specimen in the attractive Museum in the adjoining Room), by which the Schools are supplied from a central Depository with Maps, Charts, Apparatus, Library and Prize Books, and other Appliances for the Schools and School-rooms.

In reply to a question by a Delegate, Doctor Hodgins explained that all Teachers before receiving a license to teach were required to present to the Examiners a Certificate of "good moral character," signed by a Clergyman, or other responsible party. He also explained, in reply to another question, what were the provisions of the law in regard to Religious Instruction in the Schools, and the promoting of education in the remote and outlying Districts, or Territories, of the Province.

On motion of Reverend Doctor Gallaudet, of New York, the thanks of the Convention were tendered to Doctor Hodgins for his Address.

Doctor E. M. Gallaudet, (Washington) then addressed the Convention on Deaf-mutism. He said they might use the term Deaf-mutism with reference to the different phases of the disability,—mental, moral, and social. Deaf-mutism arose out of a child's lack of language of any sort, even signs. This lack was what they, as Instructors, proposed to supply. The Deaf-mute himself and his friends supplied it to some extent, and the Deaf-mute's mind then began to develop, but owing to the crudeness of the language he used before going into an Institution for instruction, his mental pro-

gress was very slow. After a few remarks on moral Deaf-mutism, the Speaker went on to treat of social Deaf-mutism. If a Deaf-mute were mentally improved, so that he could read and thus become qualified to confer with others whose minds are developed, he would seek his associates among hearing and speaking Persons, and would not be clannish with other Deaf-mutes. Deaf-mutes would be more welcome in the world of hearing and speaking people than they imagined, if they would only make some effort to associate with the latter. He thought the marriage of a Deaf Person with another Deaf Person, rather than with a Person who can hear, should be discouraged, and he disapproved of Newspapers specially designed for Deaf-mutes. He urged the importance of greater precision on the part of Teachers with regard to what they taught their Pupils, and a greater care that when the latter left School they were self-dependent.

Mr. Wing presented a Paper on the physiological peculiarities of deafness, which was read for him by Doctor Peet. In connection with the paper, Mr. Wing exhibited a particular kind of Ear Trumpet, which pas represented as an unusually excellent one.

Mr. Hutton, (Nova Scotia,) read a Paper with reference to the means employed by the late Mr. Duncan Anderson, to teach those Deaf-mutes with suitable organs to articulate. Mr. Anderson dissected and constructed models of the organs of speech, so as to show their reciprocal action in the combination of vowels and consonants. He then contrived a system of notation, whereby these combinations were indicated to the eye in such a manner as to enable the Teacher to practice the Pupil in articulation, or the intelligent Pupil to acquire the art by his own persevering study. Mr. Anderson obtained Tongues made of plaster of Paris, and then coloured them red in different positions to represent each letter. Then, if he wished, for example, to explain how the letter "L" was pronounced, he took up a long, thin Tongue, and put it under the left hand, supposing the latter to represent the upper part of the Mouth, and then let the Pupil know that was the proper way to pronounce the letter "L." Similarly if he desired to indicate the proper way of pronouncing the letter "M," he took up and showed to the pupil a broad Tongue. He also used a Skull in addition to the Tongues. Some letters would perhaps require an explanation in a different way; for example, to enable the Pupils to understand how the letter "R" is spoken, the Teacher might place his hand on the Pupil's Throat, and the latter would easily learn how to pronounce it. Mr. Anderson also made use of a system of notations for the purpose of indicating quantity and quality of tone.

Mr. Bell presented, for the consideration of the Convention, Dalgon's method of intercommunication between the Blind and the Deaf and Dumb,—a method which he suggested might be employed by Deaf-mutes in conversing with each other in the dark. A knowledge of this method is conveyed by means of a Glove with the several letters of the alphabet, printed on it in different places, and when a person wishes by it to communicate with another he spells out what he wishes to say, touching the places on the latter's hand, corresponding with those on the Glove on which the necessary letters are printed. For instance, some of the letters are on the ends of the fingers, each of the joints bear others, etcetera. Mr. Bell said that he had found, from giving the method a trial, that it had special advantages in the direction he indicated.

On motion, W. J. Palmer, Ph.D., Messieurs J. B. McCann, and D. R. Coleman, of the Belleville Institute, were appointed a Committee to whom should be entrusted the Minutes and Papers of the Convention for publication.

Mr. Talbot, (Iowa,) read a Paper on the limit of the number that should be taught in one Class. He said that a wise economy of time and force required that the largest possible number should be taught in one Class, but this did not mean as large a number as were commonly taught in speaking Classes. Twenty Deaf and Dumb Pupils in one class, kept an active Teacher fully occupied. The number in a Class

might depend greatly on the uniformity of the capacity of the Pupils and on the Teacher's activity.

Mr. Hammond, (Indiana,) followed with a Paper on Geography. He considered this an excellent study for the Deaf and Dumb, as it tended to the development of faculties which it was very important should be cultivated in Persons thus afflicted,—those of memory and observation. The Writer gave some good hints with regard to teaching Geography to Deaf-mutes.

Mr. Bangs read a Paper by Mr. Brown, of Michigan, on Text Books. The hints given in the Paper were excellent, but, of course, they were only of special interest and importance to Teachers of the Deaf and Dumb.

A discussion then took place on the foregoing Papers, in the course of which the Reverend Doctor Turner, President of the Convention, spoke very favourably of the old-fashioned natural sign-language, giving instances of persons having been educated by means of it, and it alone, and having become eminent scholars. Among them was the Writer of the last excellent Paper, an Essay which he thought would do credit to any one. He asked those who were opposing the natural sign language, not to pull down the old land-marks until they got something better. Mr. McGann strongly advocated progress in obtaining modes of expression for Deaf-mutes. He thought they should endeavour to improve the present system and not to go backwards, and make use exclusively of the old natural sign-language. Doctor Peet remarked that the Deaf-mute, when thinking about any action, did not do so in accordance with the English order of language, and he would as early as possible endeavour to get them to think in the English language. If he could get them to do this, it would not hurt them, the Pupils, to use signs. He considered the translation of sentences from signs into the English idiom equally as good a mental exercise as translation from Latin into English, and *vice versa*. While wishing to have Deaf-mutes think in the English language, he was not in favour of discarding the sign language, but of further improving it.

A Committee was appointed to devise signs for numerous short words now in common use, and for which there are, at present, no such signs, and Teachers were requested to send to the Committee all such words as they might meet with.

The Museum was open during to-day, and was one of the great attractions, if not the principal one. Many of the Gentlemen from the United States, who have spent many years in some of the most prominent educational Institutions in that Country, expressed surprise at the completeness of the Museum, and the great variety of articles exhibited therein; yet what was shown was only a small selection from the beautiful Educational Museum in Toronto. Among the articles were some Charts and Books on the subject of Deaf and Dumb instruction, but most of them were Objects, Apparatus and Charts collected from different Countries in Europe and America, by the Education Department of Ontario, not specially for the instruction of the Deaf and Dumb, but, in many cases, well adapted for that purpose.

It is very interesting to visit the workshops in connection with this Institution. In one of them about twenty-five Boys are engaged at shoemaking, not only for this but for various other Government Institutions in the Province. Since August last, there have been made there and sent away, in addition to the Shoes used here, 727 pairs, and the work has all been done by hand. In the Cabinet and Carpenter's Shop, Desks, Tables with turned Legs, Window Sashes, etcetera, are made. Painting and Glazing are also done in the shops.

As the Convention re-assembled a religious service, in the sign-language, took place, the Reverend D. E. Bartlett, of Hartford, conducting the Service. In opening with the Doxology, "sung" in manual signs, the Assemblage, or that portion of it which was capable of making use of that mode of expression, taking the time from the Conductor. This mode of praising the Almighty, merely making motions, is very strange to those accustomed to hearing human voices swelling and blending into loud harmony aided by the Organ's solemn tones. The Lord's Prayer was next repeated

in the same way. Mr. Bartlett then delivered a discourse from the Text, Exodus iv., 7. The Preacher expressed himself almost entirely in natural signs, seldom spelling a word with the sign Alphabet, and the Audience, with the exception of the few uninitated present, or more correctly the spectators, evidently understood him well. The Representatives of the various Institutions were then severally called on, and stated their methods of conducting Religious Service. This continued till one o'clock, when the Convention adjourned until the Evening.

At three o'clock a special service for Deaf-mutes was held in the St. Thomas Anglican Church. The majority of the members of the Convention and a great many others were present. The services were conducted *viva voce* by the Reverend Mr. Burke, the Incumbent of the Church, but the Reverend Doctor Gallaudet, of New York, who is a Clergyman of the Protestant Episcopal Church of the United States, and who, like the Reverend Mr. Burke, wore a Surplice on this occasion, stood beside the latter and interpreted in the sign-language everything he uttered, the Liturgy included. A feature of the service was the baptism by those two Clergymen, of a child of two Deaf-mute Parents residing in the Town. It had been ascertained as a fact, which may interest some, that the child is not Deaf. After the baptism, the Reverend Mr. Burke delivered a very appropriate Address, directed principally to the Members of the Convention.

He was followed by the Reverend Doctor Gallaudet, who gave those present not Deaf and Dumb Instructors, a history of the New York Church Mission for Deaf-mutes, Reverend Mr. Berry, of Albany, interpreting him in the sign-language. The Mission, it seems, is designed to give Religious Instruction to the Deaf-mutes residing in the American metropolis, and to afford them opportunities of worshipping together. In the course of his remarks, Doctor Gallaudet stated that he had been among Deaf-mutes all his lifetime, since both his Mother and his Wife were deaf and dumb. At the conclusion of the service a collection in aid of the New York Mission was taken up, and, without any intimation of it having been given, about $27 was received.

At eight o'clock in the evening the Convention resumed, and another model service was held, the Reverend Doctors Peet and Gallaudet, (Washington) conducting it. During the course of the service, Doctor Peet repeated the Lord's Prayer and the Hymn beginning, "O for a thousand Tongues to sing," the Spectators following him in the same way as that which they followed Mr. Bartlett in the morning. Doctor Peet then wrote the first five Commandments on the Blackboard, and commented upon them. Doctor Gallaudet followed with an Address on the 2nd verse of the 14th chapter of John—"In my Father's House are many Mansions." After the Address, the hearing of statements from Representatives of Institutions, with reference to the mode of conducting Religious Exercises therein was resumed, and occupied the Convention until the close of the Session.

On Monday morning the Convention were invited by the Councils of Prince Edward County and Picton to a pic-nic at the Sand Banks, on the shore of Lake Ontario.

Almost all the Members of, and Visitors to, the Convention went upon the trip, which by water extended as far as Picton, and as the Boat proceeded down the beautiful Bay, the charming scenery was greatly admired. The Steamer reached Picton about eleven o'clock, and its Passengers were met by Mr. J. H. Allan, Mayor of the Town, and by a sufficient number of Carriages to convey them across the Peninsula to a spot called the Sand Banks, on the shore of Lake Ontario, a distance of about ten miles. These Carriages were, with a commendable public-spiritedness, brought in from the Country by Farmers, and supplied by persons residing in the Town. As soon after the Boat arrived as the Excursionists could get into the carriages, a procession of the Vehicles, about 75 in number, was formed, and headed by the Picton Band in another Waggon, started for Picton. A Band which had come down from Belleville and discoursed music at intervals on the trip, also occupied a position in the procession. The party reached the Sand Banks about one o'clock, and found there a large

crowd of residents of the County assembled to entertain the Visitors, and to take part in their pleasure. Excursionists and guests together, there must have been on the ground at this time twelve or fifteen hundred persons.

The first business was the presentation, by Mayor Allan, of an Address of welcome to the Convention, on behalf of the Town of Picton, and a similar one by Mr. Joseph Pearson, Warden, on behalf of the County of Prince Edward. To both addresses the Reverend Mr. Turner, President of the Convention, made a suitable reply. A most excellent and bountiful Dinner was then served to the whole party in a beautiful Grove.

After dinner, a formal Meeting of the Convention was held beneath a large tree on the top of one of the highest Sand Banks, at which votes of thanks were passed to the Grand Trunk and Great Western Railway Companies for reduced fares; to the Owners of the steamer *Rochester*, for special favours; to the people of Belleville, and to the Corporation of that Town, for their generous hospitality; to the Government of Ontario, for similar kindness; to Doctor Palmer, the Principal, and other Officers of the Belleville Institution, for the kindness shown by them to the Members of the Convention; to the Wardens and County Councils of Hastings and Prince Edward, for entertainments; to the Reporters, for full and accurate reports, and to the President and Secretaries of the Convention, for the manner in which they had discharged their duties.

After this Meeting, another, presided over by Mayor Allan, took place in the grove, at which Addresses were delivered by Walter Ross, M.P., G. Striker, M.P.P., Mackenzie Bowell, M.P., K. Graham, M.P.P., Doctor Boulter, M.P.P., Mr. Mordan, Mayor of Napanee; Doctor Hope, Belleville; Doctor Hodgins, Toronto, Reverend Mr. Bennett, New York State, several Members of the Convention, and others. The American Delegates, in their Addresses at both Meetings, expressed themselves, as delighted and somewhat surprised with this Country, and with the unexpectedly generous manner in which they had been received and entertained since they had been in it, particularly by the people of the Towns of Belleville and Picton, and of the Counties of Hastings and Prince Edward.

The party returned to Picton, most of them by a different road from that by which they went out, so that they had an excellent opportunity of judging of the character of the Country. The Country through which the Visitors were driven was extremely beautiful, and was greatly admired by them. Charming farming country, or one with finer roads, more diversified woodland scenery, better, or more comfortable, farm houses, (chiefly brick and very fine wooden ones), or more respectable-looking and intelligent people, it would scarcely be possible to find. Evidence of prosperity and taste abound everywhere. Nearly the whole length of both the roads traversed by the excursionists was a beautiful avenue formed of Trees, chiefly Maple, and through which charming vistas here and there presented themselves.

The excursionists reached Belleville shortly after midnight, every one expressing himself, or herself, delighted with the pleasant day they had spent, and the beautiful country they had seen.—*Globe and Mail Reports.*

CHAPTER VIII.

RETURNS TO THE HOUSE OF ASSEMBLY, 1874.

I. The Provincial Secretary to the Chief Superintendent of Education

I enclose copies of two Resolutions passed by the House of Assembly requesting certain Returns from your Department, which you will please supply.

Toronto, 12th March, 1874. C. F. Fraser, Secretary.

II. The Chief Superintendent of Education to the Provincial Secretary.

I have the honour to acknowledge the receipt of your Letter of the 12th Instant, containing copies of two Resolutions of the Legislative Assembly, requesting certain Returns from this Department.

1. In compliance with the first Resolution of the House, on motion of Mr. McManus, I herewith transmit copies of the Correspondence requested.

2. In regard to the second Resolution of the House, moved by Mr. David Sinclair, for "copies of all Rules, Regulations and Instructions issued by the Council of Public Instruction for the guidance of Teachers, Trustees and Inspectors, and all other Rules, Regulations and Instructions passed by the Council of Public Instruction, for the purpose of carrying out the School Law, and the dates when they were passed.

In reply, I have the honour to state that nearly all the Papers included in the comprehensive Return requested have been already laid before the House.

(1) In January, 1872, a Return was laid before the House, in reply to an Address, containing copies of Correspondence between Members of the Executive Council and ing Public Schools, then in force, a list of the Persons to whom the Council granted Certificates, a Statement of the results of Examinations for Certificates of Qualification of School Teachers, copies of the Council Minutes from 1867 to 1871, and copies of the Programme of Studies prescribed for Public Schools and High Schools.

(2) In the next Session, 1873, a Return was laid before the House, respecting Examinations for admission to the High Schools. This Return was printed, and, therefore, need not be sent to be printed again.

(3) Another Return, made during the same Session, was laid before the House, containing copies of Correspondence between Members of the Executive Council and the Council of Public Instruction and Chief Superintendent, pursuant to the passing of the Act, 35th Victoria, Chapter 30, which Correspondence stated and explained the Instructions which had been given to the School Authorities in regard to the official School Regulations. This Return has not been printed.

(4) I herewith transmit a Return which includes: First, The Regulations as to High Schools, which have been revised and approved by the Government since they were given in the above mentioned Returns, videlicet:—In June, 1873, with additions in December, 1873. They are accordingly transmitted in full herewith.

I also, secondly, now send, so far as the Public Schools are concerned, the following additions to the Return of 1872:—

Revised Regulations and Programmes of Examinations of Public School Teachers, adopted March, 1871, and revised in May and December, 1872, and January, 1873.

Thirdly, I also transmit the revised Regulations respecting the qualifications of Public School Inspectors and Examiners of Public School Teachers, adopted on the 25th of March, 1873, and the 27th of October, 1873.

But this Return does not include the Papers contained in the Return mentioned above in the Sessional Papers of 1873, Number 72, although they are included in the request of the Legislative Assembly in the motion of Mr. Sinclair.

I would respectfully suggest, that all the Papers included in these Returns, as requested by the House of Assembly, be arranged by Mr. Marling, Clerk of the Council of Public Instruction, that they may be classified and printed in their proper order.

Toronto, March 14th, 1874. Egerton Ryerson.

CHAPTER IX.

NORMAL SCHOOLS AT LONDON AND OTTAWA, 1874.

1. The Chief Superintendent of Education to Attorney-General Mowat.

I have the honour to submit to the favourable consideration of the Government the importance of improving an opportunity, such as may not occur again, of establishing a Normal School in the City of London.

Upwards of a year since, on October the 12th, 1872, the Honourable Alexander Mackenzie, then Treasurer of Ontario, requested me to prepare and submit for the consideration of the Government, a measure, which I had brought under the notice of the Government twelve months before, for increasing the facilities of Normal School Instruction for the training of Teachers of the Public Schools. In a Letter, dated the 12th of October, 1872, in reply to the Honourable Alexander Mackenzie, I recommended the establishment of three additional Normal Schools,—one at Ottawa, one at Kingston, and one at London. My recommendations were formally approved by the Government, and my Letter containing them was laid before the Legislature.* But those recommendations have not yet been carried into effect farther than selecting premises at Ottawa and Kingston, and commencing the erection of a Normal and Model School Building at Ottawa.

During a recent visit to a Member of my Family residing in London, I accepted an invitation to visit some of the Public Buildings in that City, such as the Lunatic Asylum, the Hellmuth College for young Ladies, and the Hellmuth College for Boys,—both established by the noble exertions of the Right Reverend the Bishop of the Diocese of Huron. I was struck with the admirable adaption of the latter for the purposes of a Normal and of Model Schools. The Premises consist of a square of ten acres,—beautifully situated, recently enclosed, and so far within the City as to be convenient for resident Children to attend the Model Schools, and for Students in the Normal School to obtain suitable Boarding Houses. In going through the Building, I found that it is sufficiently capacious, and approximately constructed to accommodate at least one hundred and fifty Student-Teachers in the Normal School, and three hundred Children in the Model Schools. The Building is very imposing and elegant in appearance, substantially built of white Brick, completely finished even to double Windows, warmed by Steam, and provided with Gas, with the usual School Furniture, out-door conveniences, Play-sheds, Cricket and Football Grounds and Gymnasium,—all in perfect order.

On enquiry, I found that the Premises and Buidings had cost upwards of $80,000,—the Land having been purchased when landed Property was comparatively depressed in London, and the Building erected at a much less cost than they could be erected at present.

On further enquiry I found, to my surprise and gratification, that these fine Premises and Buildings could be obtained by the Government for the purposes of both Normal and Model Schools.

The venerable and enterprising Founder of this College feels that it has accomplished the main object for which he expended and laboured so much to establish it,—namely, to improve the character and elevate the standard of High School Education; that the improved character of the High Schools and Collegiate Institutes of the Province, and the increased means of supporting them, supersede the necessity, to a great extent, of the Hellmuth Collegiate School for Boys, that, with the care of a large Diocese, and the immediate and responsible oversight of the Young Ladies' Hellmuth College, and the Huron Theological College, the Bishop is impressed with the conviction that it is his duty to relieve himself of the additional responsibility and care of

* A copy of this Letter will be found on page 21 of the Twenty-fourth Volume.

the Collegiate Institute for Boys; and more especially, if, by so doing, he can promote the interests of our Public System of Education in regard to both our High Schools and Collegiate Institutes, and our Public Schools, by increasing the facilities for providing trained Teachers for them. The Bishop would, therefore, rather see his Collegiate School for Boys succeeded by a Normal and Model Schools for the training of Public Shcool Teachers, than have if formed into a Proprietary School, which has been contemplated, for which all needful encouragement has been proffered, and which I understand, will take place in a few months should not the Premises and Buildings be selected for Normal School purposes.

Under these circumstances I feel that I should be negligent of my duty and unfaithful to great public interests did I not efficiently inform the Government of this rare opportunity of securing, at the least expense and with the least possible delay, the establishment of an additional Normal School, as decided upon more than a year ago.

I have reason to believe that the noble Buildings and Premises referred to with all their Furniture and appurtenances, can be procured for the sum of Eighty thousand dollars, ($80,000), the interest of which, at the rate of seven per cent. alone is required, —the payment of the Principal being left to the convenience, or pleasure, of the Government.

I do not think that the expense of the slight alterations required in the Buildings and the furnishing of them for the purposes of the Normal and Model Schools will exceed from Three to Five thousand dollars,—perhaps not more than Three thousand dollars.

I may add, that, in addition to the reasons heretofore influencing the Government to make further provision for the training of Public School Teachers, the voluntary Teachers' Institutes, which have been held in various Counties during the last few months, attended as I learn, by nearly three thousand Teachers, have largely contributed to produce and deepen a widespread conviction of the necessity of regular trained Teachers to meet the wants, and advance the Educational progress of our Country. The following extract of a Letter from a County Public School Inspector is a specimen of various Letters which I have recently received on this subject:—

"The most noticeable weak point in the School System of the Province is the scarcity of trained Teachers. Good School Houses may be built, good Text Books may be authorized, and the most approved Apparatus may be supplied, but all these will be of little avail, unless a better class of Teachers than those now employed, be obtained. The most striking defect in the Teachers with whom I have to do, is a want of system, both in organizing a School, and in Teaching a Class. A man may become a good Carpenter, Blacksmith, or Watchmaker, without learning his Trade in the ordinary way, but many a job is botched in the meantime. So a young man, or Woman, having the necessary scholastic acquirements, may become a good Teacher without special training, but much mischief is done to Pupils by wrong methods before this is accomplished. The day is approaching, and, I hope not far distant, when legal enactment, backed up by the power of Public opinion, shall be such as to compel the great majority of Teachers employed in our Public Schools to fit themselves for the performance of the important duties devolving upon them, by special training at a Normal School."

It is also to be observed, that the State of Massachusetts, with a less population than that of Ontario, has five times as many Normal Schools as we have. Other States are likewise far in advance of us in the number of their magnificent Normal Schools in proportion to their population. They now look upon the establishment of Normal, as well as of Public Schools, as a profitable public investment rather than an expenditure.

I hereto append an illustration and description of the Building in question, published in the *Journal of Education* at the time it was opened in September, 1865. The Ground itself is now very valuable and increasing in value; and the Building is so situated that one-half of the Grounds might be sold at a high price, if need be, without materially detracting from the convenience of the Premises, although much from their beauty and attractiveness.

I question whether like Premises and Buildings could now be provided for much less than twice the sum at which these can now be obtained.

I, therefore, submit the desirableness of taking immediate steps to secure these Premises and Buildings for the purposes of a Normal and Model School, which may commence there the latter part of the current year.

TORONTO, January 5th, 1874. EGERTON RYERSON.

NOTE. The Reverend Doctor Fyfe of Woodstock, having written in favour of Woodstock instead of London as the Site of a Normal and Model Schools, the Chief Superintendent of Education wrote the following Memorandum on the subject and inclosed it to Attorney General Mowat:—

1. Ingersoll is a far more eligible place for a Normal School than Woodstock, which is situated on a low level ground, and consists chiefly of one long street; whereas Ingersoll is a compact, well-built Town with fine elevations of ground for Sites of Public and other Buildings. Woodstock, with all the advantages of a County Town, has a population, according to the last Census returns, of 3,982, while Ingersoll, without any of these advantages, has already a population of 4,022. But a Normal School ought to be established in a place sufficiently large, where there are, (the Public Schools being free), a number of Families disposed to pay a dollar, or a dollar and a half, or two dollars per month, for Fees in our Model Schools), from 300 to 400 Children within convenient distance of the Model Schools, and, of course, connected with the Normal School. The Fees of our Model Schools of 50 cents per week more than would pay the Salaries of all the Teachers. Last year $8,814 were here received as Fees.

The Seat of a Normal School should also be in a place with a population sufficiently large and compact, to afford Boarding Houses of prescribed accommodations, and convenient and numerous enough to create competition and prevent combination on that subject.

2. In regard to a Normal School being in a City, we have during twenty-five years, had no instance of failure of character on the part of any Teacher, male, or female, in this City, which affords so many various means of Religious Instruction and Religious influences, that many instances have occurred, I believe, every year of Students in the Normal School having been as much improved in their Religious feelings and habits as they have been improved in their intellectual attainments. On their admission to the Normal School, the state their Religious Denomination of Membership, or preference, and are classified accordingly, and their names are given to the Chief City Pastor of their respective Churches, for whom Rooms are provided for their Religious Instruction from three to four o'clock every Friday afternoon, and who in turn provide sittings in their respective Places of Worship for their respective Classes of Students. There is no comparison between facilities of this kind, as well as the various means of Public Worship and instruction, in a City and in a small Town.

3. As to expenses, I believe that provisions of every kind and living are cheaper in London than in Woodstock. London is the cheapest Place to live in, of which I have any knowledge, from all that I have been able to learn of my Daughter, who lives in London, and of her Mother-in-law, who has lived there for forty years. It is the focus where Railroads meet, or cross, each other, East, West, North and South, from which quarters it is supplied with fuel and provisions of all kinds. Woodstock has one Railroad passing along about three-quarters of a mile South of it. The London and Port Stanley Railroad is largely employed in transporting Coal from the latter place, (to which it is brought from Cleveland, etcetera), to the former Place, where it is largely used in Manufactories for Gas, and Fuel in Public Buildings and private Houses. In this single item,—but so important a one in heating Normal and Model Schools,—London must have greatly the advantages; while the Railroads which radiate from it to every part of our Western Peninsula, make it properly the naturally and practically the social and commercial centre of the Peninsula.

TORONTO, 1874. EGERTON RYERSON.

ERECTION OF THE OTTAWA NORMAL SCHOOL, 1874.

The Commissioner of Public Works, in his Annual Report, states that instructions were given to Mr. W. R. Strickland, Architect, Toronto, that, after due consultation with the Deputy Superintendent of Education, and other Officers of the Normal School, Toronto, two sets of Plans were to be prepared and submitted for competition. After due advertisement, the Tenders were found to be much higher than the Appropriation for Buildings, videlicet, $80,000, and after submitting the question to the Chief Superintendent of Education, he advised that the Plans should be referred to the decision of Doctor Sangster, formerly Head Master of the Normal School, Toronto, who made a very full report on the same, and, therefore, a third set of Plans were drawn by Mr. Strickland, under the directions of Doctor Sangster, which were fully approved by him and the Chief Superintendent of Education. These Plans were again submitted to Tender, the Builders who sent in Tenders for the first Plans being duly notified. Several Tenders were received, and are still under consideration, the amount of the lowest Tender being rather higher than was expected.

Early in May last steps were taken to select a Site for the proposed Normal School, and after inspecting several locations, the offer of the Committee of the City Council of four acres on the By estate was approved, the Government to pay $16,000, and any amount required beyond that sum was to be supplied by the City of Ottawa. The Site is an excellent selection,—being central.

The following description of the Building is by Mr. W. R. Strickland, the Architect:—

The Buildings will be in the Norman style of architecture, and will consist of Normal and Model Schools, containing Lecture Rooms, School, Class and Gallery Rooms, with necessary Waiting Rooms, Laboratory Apparatus, Master and Teachers' Room, also Library, Depository and Store Rooms.

The Normal and Model Schools will be constructed in the form of a T, the Normal School forming the front part, facing the southeast towards Elgin Street, and will have a frontage of 157 feet, the centre projecting both to the front and rear. This part of the Building is for the accommodation of the Normal School Students of both sexes, and will contain three large Lecture Rooms, two Waiting Rooms, with Lavatories and Cloak Rooms off, Library, Depository, Apparatus Room and Laboratory, also Master's Room, Visitors' Room, Closets and Janitor's Room.

The Model School will be similar in appearance to the Normal School, but plainer.

The whole Building will be well lighted and ventilated, every Lecture, Class and Gallery Room to have ventilating flues.

The number of Students which can be accommodated according to the Plans, will be 75 of each sex, 150 in all; and the number of Model School Pupils, according to the system of grading recommended by Doctor Sangster, 180 of each sex, 360 in all.

The Rooms are calculated to afford a minimum of 300 cubic feet of air for each Student, and 160 feet for each Model School Pupil.—*Ottawa Times.*

CHAPTER X.

SELECTION OF PRIZE AND LIBRARY BOOKS FOR THE SCHOOLS, 1874.

CIRCULAR FROM THE CHIEF SUPERINTENDENT TO PUBLISHERS, BOOKSELLERS AND OTHER PARTIES.

NOTE. Under the provisions of the amended School Act the Chief Superintendent of Education was authorized to submit to the Council of Public Instruction Books and Manuscripts of Books designed for Prizes and Libraries in the Municipalities and School Sections. The Chief Superintendent therefore issued the following Circular to Booksellers on the subject.

I desire to call your attention to the following provisions of the recently Consolidated School Law relating to the supply of Library and Prize Books to the Public and High Schools, and Collegiate Institutes, and the selection of a series of Text Books for the Schools.

I. As regards the duties of the Chief Superintendent of Education, in this matter, he is authorized:—

26. To submit to the Council of Public Instruction, all Books, or Manuscripts, which are placed in his hands, with a view of obtaining the recommendation, or sanction, of the Council for their introduction as Text, Library, or Prize Books.

27. To cause to be printed from time to time a Catalogue, showing the names and prices of all the Books which are or may be sanctioned by the Council of Public Instruction for Libraries, and for Prizes in the Collegiate Institutes, High and Public Schools.

28. To cause to be printed each half year a Catalogue of any additional Books which may be sanctioned by the Council for said purposes.

29. To authorize the payment, out of any Moneys appropriated by the Legislature for that purpose of one-half of the cost of any Prize, or Library, Book sanctioned by the Council of Public Instruction, for Public and High Schools and Collegiate Institutes, which may be purchased by a Municipal, or School, Corporation from any Bookseller, or other parties, instead of at the Depository of the Education Department;

(*a*) Such payment shall be made to the order of the Corporation purchasing any of the Books specified in the Catalogues, or lists, sanctioned by the Council, on the following conditions:—

(1) The Chief Superintendent shall be duly certified of the facts;

(2) He shall be furnished with the usual guarantee as to the proper disposition of the Books, which may be purchased elsewhere than at the Depository;

(3) He shall be furnished with certified Vouchers of the cost, edition, and binding of the Books so purchased elsewhere.

(4) He shall not pay more than one-half of the cost of the Books so purchased elsewhere, according to the prices specified for them in the printed Catalogues, or in the authorized lists of such Books published in the *Journal of Education*.

II. Among the duties of the Council of Public Instruction, are the following:—

24. To examine, and at its discretion, recommend or disapprove of, Text Books for the use of Schools, or Books for School Libraries and Prizes.

25. To make Regulations in regard to School Libraries.

26. To examine, or cause to be examined from time to time, any Books, the names of which have not heretofore appeared in the Catalogues of the Education Department, and which may be forwarded, (with a statement of their prices,) to the Department by Booksellers, or other parties, who may have the same for sale.

27. To determine whether such Books ought, or ought not, to receive the sanction of the Council for Libraries, or Prizes, in the Public and High Schools, and Collegiate Institutes.

(*a*) The decision of the Council in respect thereof is, without delay, to be communicated to the said Booksellers, or other parties, concerned.

(*b*) The Books so forwarded are, on application, to be returned to the Persons forwarding the same.

(*c*) The names and prices of the Books, when sanctioned, shall be published in the next number of the *Journal of Education*, with the dates respectively at which the Books were received at the Education Department, and laid before the Council for examination.

Being desirous of giving every facility for carrying out the foregoing provisions of the Act, I shall be happy to receive, (as per accompanying form), and lay before the Council of Public Instruction, with a statement of their editions and prices, as required by law,—copies of any Books which you may be disposed to submit to the Council for its examination and approval, in terms of the Act.

A new edition of the latest Catalogue of Books, sanctioned by the Council of Public Instruction for School Libraries, is now in press and will soon be published. An official Catalogue of Prize Books will also shortly be issued separately.

The necessary forms and instructions for intending purchasers will be furnished to these parties on their application to the Department.

TORONTO, 12th May, 1874. EGERTON RYERSON.

NOTE. With a view to facilitate the selection and revision of Text Books for the Schools, the following Memorandum was, later in the year, issued by the Chief Superintendent of Education, with an appended request that Inspectors and Teachers should communicate with the Council of Public Instruction through the Chief Superintendent on the subject.

MEMORANDUM OF THE STEPS WHICH HAVE, FROM TIME TO TIME, BEEN TAKEN TO ESTABLISH A UNIFORM SERIES OF TEXT BOOKS FOR THE PUBLIC AND HIGH SCHOOLS OF ONTARIO.

1. Formerly there was a great variety of Text Books used in the Schools; that variety was first reduced to two, or three, on a subject (of the Books most in use); at length only one Text Book was sanctioned on each subject, with two, or three, exceptions.

2. Various efforts have been made in past years, and are still being made, by Publishers in England, the United States, and Canada, to get their own Books admitted into the Schools, by making the use of any one series of Text Books optional; but these efforts have been steadily resisted by the Council of Public Instruction in this Province, whose policy has been to have, in every case practicable, but one Text Book on one subject, and to make the Text Books as Canadian as possible in their preparation, publication and contents.

3. The Text Books now sanctioned for use in the Schools and published in Canada, are, (with one exception), now absolutely and completely under the control of the Council of Public Instruction, as to both copyright and the quality and style of printing and binding.

4. In any revision, or change, of the Text Books, it is submitted whether, with the means placed, and likely to be placed, at the disposal of the Council by the Government, it would not be well for no author's name to appear on the title page of any Text Book,—simply stating, "compiled and revised under the direction of the Council of Public Instruction." In a prefatory note, if thought necessary in any case, the authors, or sources, whence the compilation has been made, might be mentioned.

Extracts from the Annual School Report of the Chief Superintendent, 1863, Explanatory of the Manner in which Text Books for the Canadian Schools have been provided, together with Answers and Objections, Etcetera.

From the Chief Superintendent's Annual Report for 1863.

The paramount object of using a uniform Series of Text Books in the Schools has been nearly accomplished, and that, without coercion, by the recommendation of a superior class of Books, and encouraging and supplying deficiencies in the facilities for procuring them. The series of Irish National Text Books,—having been prepared by experienced Teachers, and revised by the Members, (Protestant and Roman Catholic), of the Irish National Board, and every sentence omitted to which any Member of the Board objected, was adopted by the Council of Public Instruction for Upper Canada in 1846. Arrangements (open to all Canadian Booksellers) were made with the National Board for procuring them, and permission obtained to reprint them in Upper Canada. That permission was extended by the Council of Public Instruction to all Publishers and Printers in Canada who wished to avail themselves of it. In addition, therefore, to the original Dublin editions, successive rival editions of these Books have appeared in Canada; resulting in rendering a uniform series of excellent Text Books, accessible at unprecedentedly low prices, to every part of the Country. Their use in the Schools is all but universal; the Readers are used in 4,051,—increase, 125,—in all but 82 Schools reported. It has been necessary to modify and adapt some of these Books for the Schools; and it is worthy of remark that these Canadian adaptations of the National Text Books are rapidly superseding, not only all others, but those for which they were intended substitutes.

2. On the adoption of the Decimal Currency in Canada, it was felt that the National Arithmetics should be adapted to it. This task was undertaken by J. H. Sangster, M.A. and M.D., the Mathematical Master of the Normal School for Upper Canada; and he has compiled a large as well as small Arithmetic, upon the plan of the original National Arithmetic, but greatly improved, in the estimation of the most competent judges, and illustrated by examples taken from Canadian statistics. These National Arithmetics compiled by Doctor Sangster, and published by the enterprise of Mr. Lovell, of Montreal, are already used in 2,561 Schools,—while the National Arithmetic for which Mr. Lovell's Sangster's Arithmetic is a substitute, was used in 1,560,—decrease, 643.

3. It had also been long felt that there should be a Canadian Geography as well as a Canadian Arithmetic, containing Maps and information of the Canadian and British American Provinces, wanting in both English and American Geographies, apart from the egotistical and anti-British spirit of the latter. Among all the Geographies heretofore available, Morse's was considered the least objectionable, and constructed upon the best plan. The use of it was, therefore, permitted in the Schools, in the absence of one better adapted to them. The task of preparing a Geography upon the plan of Morse's, but greatly improved and adapted to Canadian Schools, was at length undertaken by Mr. J. George Hodgins, LL.B., Deputy Superintendent of Education for Upper Canada, who spared no labour nor research to render this publication as perfect as possible. The publication of it was undertaken at the expense, and by the enterprise, of Mr. Lovell, who expended some $10,000 in getting up the Maps and other Engravings with which it is profusely and Nationally illustrated. It is already used in 2,084 Schools.

Revision of Text Books for the Schools.

Inspectors, Masters and Teachers of High and Public Schools are hereby invited by the Council of Public Instruction to make known to the Committee of the Council on the High and Public School Regulations, Programmes and Text Books, any alterations which they may desire in the present list of Text Books, with their reasons for desiring them. The Communications to be addressed to the Education Department, but they will be regarded as confidential, and intended only for the information of the Text Book Committee.

(Note. The result of the issue of this notice was the subsequent receipt by the Council of a large number of Letters from Inspectors and Teachers with suggestions as to the revision of Text Books named by the writers. They are quite too voluminous and full of detail to be inserted here; besides, they are of local interest only).

CHAPTER XI.

PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION, 1874.

January 20th, 1874. Several Communications were laid before the Council.

Ordered, That, as recommended by the Central Committee of Examiners, First Class Certificates, of Grade B, be awarded to the three Candidates named.

Several Applications for Pensions from the Superannuated Teachers' Fund, were received from Teachers, and were approved, but the Application of Mr. James Elliott, of Oxford West, was rejected.

May 1st, 1874. Several Communications were laid before the Council.

The Chief Superintendent suggested that, in consequence of the change in the School Law, the Council should confine itself to necessary and routine business until the proposed new Members of the Council were elected, which was concurred in.

The Members present then proceeded to draw lots as to the date on which they should respectively retire, as required by the new School Act.

Ordered, That a Grade C, as well as Grades A and B, of First Class Provincial Certificates, be authorized, according to the recommendation of the Central Committee.

Ordered, That the next Entrance Examinations of Candidates for admission to the High Schools and Collegiate Institutes take place on the 29th and 30th days of June next, according to the recommendation of the High School Inspectors.

Ordered, That the Chief Superintendent be requested to instruct the Central Committee for the examination of Public School Teachers to prepare the Examination Papers for the admission of Pupils to the High Schools and Collegiate Institutes, according to the standard of admission prescribed by the Regulations approved by the Lieutenant-Governor-in-Council.

Ordered, That the Chief Superintendent be requested to instruct the same Committee to prepare the Examination Papers for the examination and classification of Students at the Normal School, and for the examination and classification of Public School Teachers, according to the legally prescribed Programmes.

Ordered, That the Examination for Public School Teachers' Certificates of the Second and Third Classes commence on Monday, the 20th of July next, and for First Class on Monday, the 27th of July.

The Chief Superintendent was requested to inform the Publishers and others who may inquire, or may have inquired, respecting the proposed action of the Council, as to the approval of Library, Prize and Text Books, that such action will be deferred until the election of the new Members of the Council.

Several applications for Pensions from the Superannuated Teachers' Fund were received and approved; but several others were deferred.

Three applications for Pensions were also approved, but upon condition that the Honourable Attorney-General gives a favourable opinion as to the eligibility of the Candidates under the legal requirement as to subscriptions to the Superannuation Fund.

May 8th, 1874. Several Communications were laid before the Council.

A Letter was received from the Registrar of University College, Toronto, reporting the election of the Reverend John McCaul, LL.D., as the Representative of University College in the Council of Public Instruction.

Also from the Head Master of the Boys' Model School, resigning his position in consequence of his appointment as Inspector of Public Schools in Toronto.

Also from the Principal of the Normal School, reporting that His Excellency the Governor-General had granted a Silver Medal for the Normal School, and one for each of the Model Schools.

Ordered, That the resignation of Mr. J. L. Hughes, Head Master of the Model School, be accepted, to take effect, as he requests, on the 15th of May. That Mr. William Scott be promoted to the Mastership of the Boys' Model School; Mr. McPhedrain to be First Assistant, and Mr. Davidson to be Second Assistant.

Ordered, That, in accepting the resignation of Mr. Hughes, this Council has pleasure in expressing its high sense of the ability, diligence and success with which Mr. Hughes has discharged his duties as a Teacher in the Boys' Model School, during his seven years connexion with it, and the desire of this Council for his future success and happiness in the important office of City Inspector of Public Schools.

Several applications for Pensions from the Superannuated Teachers' Fund were received and approved.

May 21st, 1874. Moved by Mr. William McCabe, seconded by Mr. H. M. Deroche, and,—

Resolved, That, whereas there is on the public mind an impression, more, or less, general, that Doctor J. H. Sangster, at one time Principal of the Normal School, has taken part in Teachers' Institutes throughout the Province, under the authority of this Council; therefore, be it,—

Resolved, That this Council has in no way sanctioned, authorized, or recognized, for any purpose, or in any capacity whatever, the connection of the said Doctor Sangster with such Institutes, or with any other public Educational work, since he ceased to be Principal of the Normal School in July, 1871, nor had this Council any legal right to so authorize him.

Moved in amendment by the Reverend the Chief Superintendent, and seconded by the Very Reverend H. J. Grasett, B.D., That certain statements having appeared in the Newspapers, as to this Council having authorized the holding of Teachers' Institutes,

Ordered, That, as the Law does not authorize this Council to appoint any Teachers' Institute, this Council has never taken upon itself to appoint such an Institute, or any person to conduct it.

The Amendment was carried,—the Chairman giving his second vote.

Several Communications were laid before the Council.

The Chief Superintendent of Education reported that, in the opinion of the Honourable the Attorney-General, the literal terms of the Law were adverse to the admission to Pensions from the Superannuated Teachers' Fund, of those Candidates whose cases were reserved for his opinion.

The Chief Superintendent of Education proposed the following Minute, the consideration of which was deferred:—

That Head Masters of High Schools, and Graduates in Arts of any University in the British Dominions, if successful Teachers, as attested to the satisfaction of the Central Committee appointed by the Council of Public Instruction, may be admitted to the examination for First Class Certificates, without previously obtaining Third and Second Class Certificates.

Ordered, That any lists of Books for Libraries and Prizes, submitted by Publishers and others, be referred to Messieurs McCabe, Deroche and Maclennan, such Committee to report thereon from time to time.

Ordered, That applications for the vacancy in the Fourth Division in the Boys' Model School, from Teachers holding First Class Normal School Certificates, be solicited by advertisement in the Daily *Mail* and *Globe*, for such time as the Chief Superintendent of Education may think necessary.

The Chief Superintendent of Education was authorized to intimate that the Spring Term of the High Schools shall this year close on Friday, the 26th of June, in order to facilitate the holding of the Entrance Examinations on the 29th and 30th of that month.

June 12th, 1874. Several Communications were laid before the Council.

Several questions were put by Mr. Maclennan in regard to Doctor Sangster, and were replied to by the Chief Superintendent as follows:—

(1) Whether at any time since the Month of July, 1871, Doctor Sangster has been engaged, or employed, in any manner, or in any capacity, in connection with Education, or Schools, in this Province, with the sanction of the Council, or of the Chief Superintendent of Education, or of the Education Department, or of any Officer thereof? and if so, what are the particulars?

Answer.—None whatever.

(2) Whether, during any part of the time above mentioned, Doctor Sangster has taken any part in any work, or duty, of an educational kind, with such sanction, or recognition, as above, or whether any relation has existed between him and the Education Department? and if so, what are the particulars?

Answer.—None whatever.

(3) Whether the Meetings of Teachers, called Institutes, held in different parts of the Country, and presided over by Doctor Sangster, or conducted by him, or any such, have been with any sanction of, or by any arrangement with, the Council, or the Chief Superintendent, or the Education Department, or any Officer thereof, and whether any expenses in connection with such Institutes, or any of them, or of any Person attending them, have been paid, or are intended to be paid, out of Public Funds, or Funds over which the Department has any control? and if so, what are the particulars?

Answer.—None whatever.

(4) Whether any Correspondence between Doctor Sangster and the Council, or between Doctor Sangster and the Chief Superintendent of Education, or between him and the Department of Education, or any Officer thereof on the subject of the Meetings of Teachers, or Institutes, above referred to, exists among the records, or on the files of the Department? and if so, what is the purport of such Correspondence?

Answer.—None whatever.

(5) Whether there is any such Correspondence with any Person, or Persons, other than Doctor Sangster? and if so, to what effect?

Answer.—The only correspondence having reference to Teachers' Meetings, or Institutes, has had relation to Teachers taking Friday to attend such Meetings, or Institutes, as one of the five teaching days per annum allowed them according to Law, to visit other Schools, and confer with other Teachers on the subjects of School Organization, Discipline, and Teaching. Most of the Inspectors have never corresponded with me on anything connected with holding Teachers' Meetings, or Institutes, but have, with the Teachers, exercised their own discretion; but in some instances the County Inspectors, being doubtful of their own authority on the subject, have consulted me, and I have in every instance stated my assent to any arrangement they might think proper to make, in order to meet the wishes of the Teachers, by allowing them to close their Schools on a Friday of their proposed Teachers' Meeting, or Institute, as one of the five days allowed them for mutual improvement. The Correspondence which I lay before the Council, shows that the Teachers' Meetings, or Institutes, held during the year 1873, presided over by Doctor Sangster, are voluntary Meetings of Teachers, similar to those which have been held in various Counties during many years past, and with the appointment, or management, or proceedings, of which I have not interfered,—recognizing the rights of Teachers to hold such Meetings, although, in some instances, in past years, their Proceedings have been anything but friendly to myself. To these Meetings held during the year 1873, and presided over by Doctor Sangster, by local invitation, I have referred in my last Annual Report, laid before, and printed by order of, the Legislative Assembly.

TORONTO, June 12th, 1874. EGERTON RYERSON.

Ordered, That Mr. Morris J. Fletcher be appointed as Third Assistant Master in the Boys' Model School.

On motion of Mr. James Maclennan, seconded by the Chief Superintendent of Education, the First Report of the Committee on Library and Prize Books was adopted, and it was,—

Ordered, That Mr. James Campbell be informed of the approval of the Books submitted by him.

On motion of Mr. James Maclennan, seconded by the Chief Superintendent of Education, it was,—

Ordered, That the names and prices of the Books thus sanctioned be published in the next number of the *Journal of Education*, in accordance with section Twenty-seven, subsection Twenty-seven, (*c*), of the High School Act.

June 25th, 1874. The following Communications were laid before the Council:—

From the Deputy Superintendent to Messieurs T. Nelson and Sons, respecting the prices of Books.

From Messieurs T. Nelson and Sons, in reply to the foregoing, extracts from two Letters from Mr. E. F. Porter, of London, on the same subject.

The subject of the prices of the Library and Prize Books was discussed, and the decision deferred until a Meeting to be held on Friday week.

On motion of the Chief Superintendent of Education, seconded by Mr. William McCabe, it was,—

Ordered, That the Chairman, the Chief Superintendent, (or in his absence, the Deputy Superintendent), and Mr. William McCabe, be a Committee to report upon the principles on which the prices of Books for the Libraries and Prizes are fixed.

July 3rd, 1874. Several Communications were laid before the Council.

The Chairman presented the Report of the Committee appointed at the last Meeting in reference to the principles on which the prices of Books are fixed.

The Report was to the effect, that the Committee felt that there were certain preliminary difficulties in the consideration of the question submitted to them, and agreed that it would be unwise to proceed further in the inquiry until the Chief Superintendent of Education had obtained an authoritative decision as to the meaning of the terms "cost," "prices" and "grant," which occur in the Sections of the Act which refer to the supply to the Schools of the Books sanctioned by the Council of Public Instruction.

Whereupon, it was moved by the Reverend Doctor Jennings, seconded by the Chief Superintendent, and,—

Resolved, That the Report of the Committee be concurred in by the Council, and that the Chief Superintendent of Education be requested to obtain the opinion of one of the Judges, or of one of the Superior Courts, on the meaning of the terms above quoted, as they occur in the Act, as authorized by Section Thirty-two of the Consolidated School Act, Thirty-seven Victoria, Chapter Twenty-seven.

Moved by the Reverend Doctor Jennings, seconded by the Chief Superintendent of Education, and,—

Resolved, That Messieurs Alexander Marling, Francis J. Taylor, Walter S. Lee and Joseph Sheard be appointed Scrutineers of the Votes given for the elected Members of the Council.

September 1st, 1874. The Letter of the Scrutineers for the election of Members of the Council to the Chairman, reporting the results of the recent election of their Members was read, as follows:—

At the recent election of Members of the Council of Public Instruction, the following Gentlemen were duly returned:—Professor Daniel Wilson, LL.D., to represent the High School and Collegiate Institute Masters and Teachers; Mr. Samuel Casey Wood, M.P.P., to represent the Public School Inspectors; Professor Goldwin Smith, M.A., to represent the Public and Separate School Teachers.

The Secretary of Victoria College University, in a Letter to the Council, reported the appointment of the Reverend Samuel S. Nelles as the Representative of that Institution in the Council of Public Instruction.

The Chief Superintendent requested the Council to take into consideration the question whether the Reporters be admitted to the discussions of the Council, and stated what had been the usage heretofore, with respect to the Council's proceedings.

The Council having considered the matter, it was,—

Ordered, That it is not at present expedient to give to the proceedings a larger measure of publicity than is required by the Law.

Ordered, That the Very Reverend H. J. Grasett, B.D., be appointed Chairman for the year commencing this year.

Several Communications were laid before the Council.

Ordered, (*a*) That the Committee on Library and Prize Books be continued as heretofore, with the same Members.

(*b*) That the Regulations, Programme and Text Books for Collegiate Institutes and High Schools, and the duties of Inspectors of High Schools be referred to a Committee consisting of the Representatives of the Collegiate Institute and High School Masters, and of the Colleges, together with Professor Smith, and that until the Roman Catholic College at Ottawa is represented here, His Grace Archbishop Lynch be also a Member of the said Committee.

(*c*) That the Regulations, Programme and Text Books for the Public Schools, and the duties of Inspectors of Public Schools, be referred to the Representatives of the Public School Inspectors and Teachers, and of the High School Masters, together with His Grace the Archbishop and the Reverend Doctor Jennings.

(*d*) That the Interim Committee provided for in the 28th Section of the School Act, consist of the Members resident in Toronto, and that they have the powers of the Council, except that they shall not be empowered to make permanent appointments, or sanction Text Books.

Ordered, That the recommendations of the Central Committee as to the Candidates for First Class Certificates be adopted, and that the Certificates applied for be granted.

The Chief Superintendent was requested to lay before the Council, at the next Meeting, a copy of the Case submitted by him for the opinion of the Chief Justice, at the request of the Council, respecting the prices of Books.

September 3rd, 1874. Several Communications were laid before the Council.

The Chief Superintendent of Education also laid before the Council a copy of the Case he had submitted to the Chief Justice, with the accompanying Letter, as follows:—

LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE CHIEF JUSTICE OF ONTARIO, SUBMITTING THE FOLLOWING CASE FOR HIS OPINION.

The School Law authorizes the Chief Superintendent of Education, when he deems it expedient, "to submit a Case on any question arising under the High, or Public, School Acts to any Judge of either of the Superior Courts for his opinion, or decision, or, with the consent of such Judge, to either of the Superior Courts, for their opinion or decision."

In accordance with this provision of the School Law, I am induced to solicit your opinion as to what should be regarded as the Cost Prices of Books provided by the Education Department for Library Books and Prizes for the Public and High Schools, and who should determine those Prices. I am induced to make this application under the following circumstances:—

From the beginning I have not only procured such Books, but determined their prices, while the Council of Public Instruction has decided to recommend, or not recommend, their use; and in applying to Government and the Legislature for authority and pecuniary Grants for that purpose, I have explained what I regarded as the cost of

such Books and the terms,—Cost Prices,—at which I proposed to make them accessible to Municipal and School Authorities only, to enable them to perform the duties imposed upon them by Law in a manner the most efficient and beneficial to the public.

Of late years, it has been contended on the part of certain Booksellers, that they could supply the Municipal and School Corporations with such Books upon as favourable terms as the Education Department, and that it was unjust to prevent them from doing so. I have said otherwise, but that I had no objection to afford them an opportunity of trying to do so, although I did not think it would amount to anything. Accordingly, in the School Acts passed last Session, provision is made by which Municipal and School Corporations may procure of Booksellers such Books as are sanctioned by the Council of Public Instruction for Libraries and Prizes in the Public and High Schools, and that I am to pay one hundred per cent. of the prices of such Books, provided that I "shall not pay more than one-half of the cost of the Books so purchased elsewhere, according to the prices specified for them in the printed Catalogues, or in the authorized lists published in the *Journal of Education*.

It has recently been objected by certain parties that I have not, according to their construction of the Law, set down the full cost of the Books in my Statements and Estimates, and that I have placed the prices of the Books below the cost; and these parties have, furthermore, insisted that the prices of any Books submitted by a Bookseller, and sanctioned, should be inserted in the Official Lists at his prices, and not those at which the same Books can be procured at the Education Department. On the other hand, my view is, that such a procedure would make the Council of Public Instruction a mere advertising agency for certain Booksellers to sell their Books at their own prices, to be half paid for out of the Public Revenue, whereas the Legislature never intended that the prices of Books for Libraries and Prizes in the Public Schools should be increased beyond cost prices to the Municipal and School Corporations, and that those cost prices must be determined by the Chief Superintendent, or by the Council of Public Instruction, who have nothing to do with the prices at which Booksellers may dispose of their Books, but who must determine the prices in the authorized printed Catalogues at which the Books can be procured at the Depository of the Education Department.

As the new Law does not clearly define as to whether the prices of the Books on the Official Catalogues are to be determined as heretofore, or by the Council of Public Instruction, I have thought proper to refer it to the Council to fix the prices, as well as authorize the Books, and suggesting the appointment of a Committee to report upon the principle and scale of prices at which the Books authorized may be procured at the Department. That Committee reported as follows:—

"The Chairman presented the Report of the Committee appointed at the last Meeting in reference to the principles on which the prices of Books are fixed.

"The Report was to the effect, that, the Committee felt that there were certain preliminary difficulties in the construction of the question submitted to them and agreed that it would be unwise to proceed further in the enquiry until the Chief Superintendent had obtained an authoritative decision as to the meaning of the terms 'Cost,' 'prices,' and 'grant,' which occur in the Sections of the Act which refer to supply to the Schools of the Books sanctioned by the Council of Public Instruction."

Under these circumstances, and in accordance with this recommendation of the Committee, I submit for your opinion the questions involved.

In order that you may examine the whole subject from the beginning, as far as you may think proper, I have requested the Deputy Superintendent, (Doctor Hodgins), to prepare a Memorandum, giving extracts from the Laws, and Reports, etcetera, in which the words "cost," "prices," and "terms" have been introduced and repeated in successive School Acts, and other Official Papers. This Memorandum will show the immense pains which I have taken to advance, step by step, and avail myself of the best experience and counsel of Europe and America, to mature this important branch of our Educational System, and in what sense all the terms submitted have been employed

and applied from the beginning. On the 20th, 21st, 22nd and 23rd pages of this Memorandum will be found a succinct recapitulation of the question on which your opinion is solicited.

TORONTO, 24th July, 1874. EGERTON RYERSON.

SPECIAL CASE PREPARED BY THE DEPUTY SUPERINTENDENT OF EDUCATION, AND SUBMITTED BY THE CHIEF SUPERINTENDENT OF EDUCATION TO THE HONOURABLE CHIEF JUSTICE RICHARDS, OF HER MAJESTY'S COURT OF QUEEN'S BENCH, UNDER THE AUTHORITY OF THE 3RD CLAUSE OF THE 32ND SECTION OF THE CONSOLIDATED SCHOOL ACT, 37TH VICTORIA, CHAPTER 27, AS FOLLOWS:—

32. The Chief Superintendent of Education shall have authority, should he deem it expedient:—

(3) To submit a case on any question arising under the High, or Public, School Acts, to any Judge of either of the Superior Courts, for his opinion and decision, or with the consent of such Judge, to either of the Superior Courts, for their opinion and decision:—

In construing the words "prices" in subsection Twenty-six, and Clause (*c*) of subsection Twenty-seven of the above quoted Act, taken in connection with the same words in subsection Twenty-seven, and Number Four of clause (*a*) of subsection Twenty-nine, of Section Thirty-one of the same Act; and in construing the words "cost" in subsection Twenty-nine, and Numbers Three and Four of clause (*a*) of the same subsection, two questions arise:—

1. Whether (*a*), the Council of Public Instruction, (*b*) the Booksellers, (or other parties,) sending Books for the approval of the Council, or (*c*), the Chief Superintendent, has the right to fix the prices at which the Books shall be supplied to the Schools.

2. Whether the words "Prices" and "Cost" used in the above quoted Sections are convertible terms, and mean the same thing, or whether the meaning of these words: "Prices and Cost" is not affected by the phrase "upon the same terms," used in subsection Nine, of Section Thirty-three of the Act, which originally occurs in the School Act of 1855, but which was inserted in the Consolidated School Act of 1859, and also in this Consolidated and Amended Act of 1874.

NOTE. Here follows the Sections of the Act of 1874, which are omitted.

The whole of the subsections Twenty-six and Twenty-seven of Section Twenty-seven, and subsections Twenty-seven, Twenty-eight and Twenty-nine of Section Thirty-one, of the Act 37 Victoria, Chapter 27, are new, and form part of the amendments made to the School Law in 1874; but subsections Twenty-four and Twenty-five of Section Twenty-seven, subsection Twenty-six of Section Thirty-one, and the whole of Section Thirty-three, formed part of the Consolidated Statutes, 22 Victoria, Chapter Sixty-four. The subsections quoted were originally passed in 1850, while Section Thirty-three was passed in 1855.

In construing the word "Cost," in the Act of 1874, the phrase "upon the same terms," (which was first used by the Legislature in the School Law in 1855, and re-enacted in a consolidated form,—without alteration, in 1859 and 1874), would throw some light on the question, especially as the "terms" upon which Schools were supplied with Library Books in 1855 are explained by the Chief Superintendent of Education at that time to mean "at cost," including charges—with the 100 per cent. bonus allowed by the Legislature.

In order to understand the intention of the Legislature all through its enactments on this subject, it will be necessary to give an historical *resumé* of the whole question, and to quote those portions of the successive Statutes and Official Documents and explanations which bear directly upon the subject.

In 1848, Doctor Ryerson, the Chief Superintendent, submitted a Draft of a Bill to the Government, in the Thirteenth Section of which he proposes to set apart £2,000

($8,000) annually for commencing a System of School Libraries, accompanying it with the following remarks:—

The Thirteenth Section proposes a small provision for commencing the establishment of Common School Libraries. I propose to do so on the same principle and in the same manner with that which has been so extensively and so successfully adopted in the neighbouring States,—except that the Regulations for this purpose are there made by the sole authority of the State Superintendent of Schools, whereas I propose that here such Regulations shall be sanctioned by the Governor-General-in-Council.

On the importance of such a provision, I need not say a word. On this Section becoming law, I shall soon be prepared to submit a Draft of the requisite Regulations for carrying it into effect, and also to suggest means by which a selection of suitable Books may be made and procured from England like the School Libraries of the States of Massachusetts and New York, and submitted to the consideration of the Board of Education, and then the modes of procuring, at the lowest prices, for any part of Upper Canada, the Books which the Board may sanction for Common School Libraries.

The provision here recommended was partially adopted in the School Act of 1849. With a view to prepare the way for establishing the contemplated Libraries, the Chief Superintendent, in 1849, addressed the following Letter to the Provincial Secretary:—

I have the honour to submit to the favourable consideration of the Governor-General-in-Council the following remarks and recommendations, with a view to the introduction of School Libraries into Upper Canada, as contemplated by each of the Common School Acts which have been sanctioned by the Legislature. There can be but one opinion as to the great importance of introducing into each Township of Upper Canada, as soon as possible, a Township Library, with branches for the several School Sections, consisting of a suitable selection of entertaining and instructive Books, in the various departments of Biography, Travels, History (ancient and modern), Natural Philosophy and History, Practical Arts, Agriculture, Literature, Political Economy, etcetera. It is not easy to conceive the vast and salutary influence that would be exerted upon the entire population, the young portion especially, in furnishing useful occupation for leisure hours, in improving the tastes and feelings, in elevating and enlarging the views, in promoting to varied and useful enterprize, that would flow from the introduction of such a fountain of knowledge and enjoyments in each Township in Upper Canada.

But in order even to commence so noble and beneficial an undertaking, two things are necessary; the first is, to obtain, and for the Board of Education to examine and select, the proper Books; the second is to render such Books easily and cheaply accessible to every part of the Province. As the Books are not and cannot be published in this Country, they must, for some time at least, be obtained from abroad,—from England and the United States, arrangements must be made for that purpose, as the ordinary agencies of Book Trade are insufficient.

When in Dublin, in 1845, I arranged with the National Board of Education to obtain their Reading and other Text Books for Schools in Upper Canada at cost prices, much below the wholesale prices, to the British public; and by means of that arrangement those excellent Books are now sold in Upper Canada, about twenty per cent. cheaper than they were three years since; and we now say to each of our Canadian Booksellers, that if he will agree not to sell those Books at more than two-pence currency for every penny sterling that he pays for them, we will give him a Certificate to the National Board in Dublin to obtain them at the reduced prices. By this simple arrangement private Trade is encouraged, at excellent profits, rather than interfered with; and the Books are then sold at much lower prices than heretofore. The selling prices of the Books are published in the printed Forms and Regulations for Schools, and are uniform in every part of the Province, and known to every Trustee and Teacher. A Canadian house has reprinted an edition of most of these Books (fac-similes of the Dublin edition) at even lower prices than the imported editions.

Now, I propose the adoption of an extension of the same arrangements to procure Books for School Libraries. I propose to make an arrangement with some of the Book Societies in London (such as the Society for the Diffusion of Useful Knowledge, etcetera), and the cheap Library Publishers in London and Edinburgh, for procuring such of their works as may be required for School Libraries in Canada at the lowest price. I propose to make the same arrangements with the National Board of Education in Dublin, for procuring portions of the series of Books which they have lately selected and adopted for School Libraries, that we have heretofore made in order to procure their School Books. And as but few of the Books composing the School Libraries in the neighbouring States of New York and Massachusetts are of an exclusively local and politically objectionable character, and as the greater part of their School Library Books are as suitable to the youth of Canada as to those of the United States,—many of the Books being reprints of English works, and translations from the French and German,—

I propose to make a similar arrangement with School Library (and perhaps some other) Publishers in New York and Boston, that I have above proposed to make with English Publishers.

According to this arrangement, I propose to secure, at the cheapest rate possible to the reading youth and people of Canada, the best popular works which emanate from the British and American press. There will thus be a British and an American series, with the price affixed to each, and directions where and how they may be procured, leaving to local Councils, or Committees, the option of selecting from either series, or from both, at their discretion.

In the Catalogue of these Library Books, I think a characteristic notice of each Book should be inserted, (including two or three sentences, but of course, requiring considerable thought, judgment and labour in the preparation). A Catalogue should be furnished to each local Council, and the Books generally be also brought to the notice of the public, in the columns of the *Journal of Education*, and personally by the Chief Superintendent, during his visits to the various Districts, one of which I had intended to make during the latter part of the current year. Should the plan thus briefly explained be approved by the Governor-General-in-Council, I propose to devote the next three or four Months to its accomplishment, by going to the United States and England, to make the arrangements suggested, and to select and procure specimen Books for the School Libraries, to lay before the Board of Education for Upper Canada, for their examination and judgment.

With these remarks I submit this important subject to the favourable consideration of the Governor-General-in-Council; and should the task I have proposed be approved of, I will lose no time in prosecuting it. In the meantime, I would respectfully recommend that John George Hodgins, Esquire, M.A., Senior Clerk in the Education Office, be authorized, by the Governor-General-in-Council, to act as Deputy Superintendent of Schools for Upper Canada during my absence, as I have entire confidence in his integrity, knowledge, and ability.

TORONTO, 16th July, 1849. EGERTON RYERSON.

The further steps, for giving effect to the plan thus proposed, were deferred for more than a year.

In 1850, the Chief Superintendent of Education again submitted a plan for the establishment of School Libraries to the consideration of the Governor-in-Council, in a Letter, of which the following is a copy:—

I beg most respectfully to solicit the attention of His Excellency the Governor-General-in-Council, to the Letter which I had the honour to address you on the 16th of July, 1849, on the steps preparatory to the introduction of School Libraries in the several Counties, Cities, Towns and Villages of Upper Canada . . .

I am fully satisfied of the propriety and practical character of the recommendations contained in that Letter. During the last few weeks I have attended at Philadelphia, a National Convention of three days' continuance, the object of which was the universal diffusion of thorough Christian Education throughout the several United States, embracing a consideration of the several Systems of Public Instruction and Educational Institutions from Primary Schools up to the Universities, their defects and remedies for them. This Convention was attended by State Governors and State Superintendents of Schools, Presidents and Professors of Colleges, Educationists and distinguished Teachers, from various States. In my intercourse with many of these Gentlemen, of large experience in matters of popular Education, I found, without exception, the most unreserved approval of the plan which I propose for the introduction of School Libraries into Upper Canada. I was informed by several of them, that the most serious drawback to the success of their System of School Libraries with the older States is the heterogeneous collection of unsuitable Books which have been largely introduced into them, by the pressing competition of the rival Publishers and itinerant Book Vendors, in the absence of any judicious State Board to select and recommend Library Books. Repeated attempts have been made in the States of Massachusetts and New York, to remedy this evil, which has brought discredit upon their Library System, and paralyzed it in many places; but although the object has been discussed in Books, Pamphlets, and Addresses, and pressed in Official Reports, the evil continues, from opposition made by the rival parties who are each interested in selling his own Books, and at as high prices as possible. I was assured without exception, by these experienced American Educationists, that had they at the commencement of their State system, adopted Regulations and measures similar to those provided by Law in Upper Canada, in regard to School Text and Library Books, the progress of their Schools and Libraries would have been much more rapid and satisfactory; and some of them expressed the opinion that there was little hope of much improvement in their Common Schools, beyond the limits of Cities and Towns, until some such System as had been provided by Law amongst us, should be

adopted among them in regard to Text and Library Books, and the inspection of Schools. Indeed, one Gentleman, who has for some time been President of the Board of Education for the State of Michigan, and who devotes most of his time to delivering Educational Lectures throughout the States, applied and obtained from me Documents that would enable him to prepare a Lecture on the System of Public Instruction in Upper Canada, which he intends to make the subject of one of the short course of four, or five Lectures which he is accustomed to deliver in each of the Principal Towns in the State. The Connecticut State Superintendent of Schools, (who has been an Educational State Officer for many years, has visited Canada, and made himself familiar with our System and School statistics), stated on one occasion, that more progress has been made in Upper Canada, in the System of Common Schools, during the last five years, than in any State of the American Union, and that the new School Law in Upper Canada, was an improvement upon that of any of their States.

Such opinions from such quarters were not a little gratifying and encouraging to me; and I found by conversation with Booksellers that the plan detailed in my Letter, in regard to the mode of procuring and selecting Books for School Libraries will be found eminently economical and advantageous to our local Councils, and all engaged in the establishment of public School Libraries.

I propose during the next three or four months to make the necessary tour and arrangements for carying that plan into effect, and, therefore, pray that His Excellency will be pleased to order a Warrant for Five hundred pounds, (£500), to issue in my favour, to be expended and accounted for in the manner stated in my Letter.

TORONTO, 21st September, 1850. EGERTON RYERSON.

The following is a copy of the Provincial Secretary's reply to the foregoing Letter:—

I am commanded by the Governor-General to inform you that His Excellency has had under his consideration in Council your Letter of the 16th of July, 1849, and of the 21st instant, suggesting the propriety of your proceeding to Europe, for the purpose of making the necessary arrangements for the establishment of School Libraries in the various Township in Upper Canada, and requesting the issue of an accountable Warrant for the sum of £500, for that purpose, to be charged on the Grant for establishing School Libraries in the various Townships of Upper Canada.

His Excellency has been pleased to direct the issue of the Warrant in your favour for the above amount, and has also granted you leave of absence to proceed to Europe, to make the arrangements contemplated in your Letter. His Excellency has also been pleased to authorize John George Hodgins, Esquire, M.A., to act as your Deputy during your absence.

TORONTO, 27th September, 1850. J. LESLIE, Secretary.

In a Report to the Legislature in 1858, embodying these Letters, Doctor Ryerson remarks as follows: —

Having proceeded to England, I was enabled by the aid of the Privy Council on Education, to make advantageous arrangements with Publishers in London, Edinburgh and Dublin, for the purchasing of Books for our Public School Libraries, and made considerable selections for examination from their Catalogues. I afterwards made similar arrangements with Publishers, and similar selections from their Catalogues in Boston, New York and Philadelphia. The examination of the Books thus selected occupied a great part of my morning and evening hours during nearly two years.

But before deciding on the kind of Libraries, and the mode of establishing them, or submitting Regulations for that purpose to the consideration of the Council of Public Instruction, I made a tour of Upper Canada, and, as previously announced in a printed Circular, I submitted the whole question as to the mode of supplying and establishing Public Libraries to a Convention in each County, consisting of the Municipal Councillors, Clergy, Magistrates, Local Superintendents, Trustees, and as many other Persons as chose to attend, and received an expression of strong, and, in most cases, unanimous approbation of the System which has been adopted, and is still pursued for establishing and extending Public Libraries in the various Municipalities of Upper Canada.

Thus, so far from acting on the mere imaginings of my own mind, without authority, and at variance with the example of the Mother Country, I have had the express authority and aid of the Governor-General-in-Council, have largely advised with experienced and able Educationists in the neighbouring States, have followed the example and been aided by the co-operation of the Government Board of Education in Ireland, and of Her Majesty's Privy Council Committee on Education in England, have consulted and received the cordial expression of approving co-operation from a County Convention in each County of Upper Canada, in regard to that very System of Public Libraries which has been so grossly assailed by certain interested parties in Toronto.

In 1851, Doctor Ryerson, in an Address which he presented to Lord Elgin, on the occasion of laying the Corner Stone of the Normal School, thus refers to the subject of School Library Books, and their prices:—

Arrangements have recently been made, and will be carried into effect in the course of a few months, by which Maps, School Books, and every description of School Apparatus will be provided for and rendered accessible upon the same terms to all the Public Schools of Upper Canada;—also Books for Libraries, including a large selection of the Books best adapted for popular reading, that issue from both the British and American press. By the arrangements which have been entered into, and which have been effected in England by the aid of the Imperial Government, through the cordial and active exertions of Earl Grey, these facilities for School improvement and general knowledge, will be rendered accessible to the Municipal and School Authorities throughout Upper Canada at an average expense of more than twenty-five per cent. less than they could have otherwise been procured, if procured at all;—facilities which obstacles hitherto insuperable, have prevented any Educational Department in the neighbouring States from providing for the advancement of popular education and the diffusion of useful knowledge.

In November, 1852, the Legislature, having asked for a Return showing "what Books, etcetera, for Schools, or Teachers, had been purchased or sold by the Chief Superintendent of Education, West," Doctor Ryerson reported as follows:—

Next to providing plans for School Houses, School Text Books, Maps and other Requisites, I deemed the establishment of Public School Libraries of the greatest importance, and learned how many errors had been committed, and how many comparative failures had been experienced, in attempts to establish Public School Libraries in the neighbouring States. I thought to avoid such mistakes and disappointments, as far as possible, by selecting a variety of the most suitable and popular reading Books in each department of human knowledge, and by making arrangements for procuring them and supplying them to each Municipality and School Corporation, upon the lowest terms possible,—thus partially aiding parties establishing Libraries in the selection of them, and giving them the assurance that every Book included in the list from which they might make their selection, had been carefully examined and recommended by disinterested persons (*i.e.*, the Council of Public Instruction), and rendered accessible to them at the lowest cost prices, from a Department, the Building and all the Contingent Expenses of which were otherwise provided for. With a view to these objects, I submitted to the Governor-General the recommendations contained in the preceding Letters, and my recommendations, having been approved by His Excellency, I proceeded to make the preliminary arrangements to give them effect. Lord Grey and the Marquis of Lansdowne, (who was then Chairman of the Privy Council Committee on Education), took a lively interest in the arrangements which I proposed; and the Letters referred to will show the pains they took to promote the objects I had in view. It will be seen by the Papers submitted, that Her Majesty's Government had made arrangements to procure, for the Schools aided by Parliamentary Grants in England, School Maps and Books at an average of forty-three per cent. below the ordinary selling prices; and through the interposition of Her Majesty's Government, I was enabled to render that arrangement available to Schools in Canada.

At the same time, it occurred to me that I might make a still further and more advantageous arrangement. In the arrangement with the Privy Council Committee, I was restricted to the transmission of four orders per year,—to the publications contained in their list,—and also to their Agents, (Messieurs Longman and Company), who were allowed five per cent. for executing their Orders. After conferring with the Secretary of the Privy Council Committee on Education, who entered fully into my views, I called personally upon the principal Publishers concerned, to ascertain whether they would execute my Orders directly from Canada for their publications, upon the terms to which they had consented through the medium of the Privy Council Committee on Education. To my proposition, all the Publishers to whom I applied, both in England and Scotland, unanimously and readily assented,—having no wish that a London House should receive five per cent. for packing and forwarding their publications, and being desirous of extending their business connections in Canada. By this arrangement I saved the five per cent. otherwise payable to the Longmans on all publications procured through them. I was enabled to extend the arrangements to other publications than of the Text Books and Maps contained in the Privy Council Committee's list, and to make it available for Maps and School Apparatus of every description, and to Books for Libraries, for which I selected specimens to the number of nearly 2,000 Volumes.

6th. After my return from England, I made arrangements with Publishers in New York, Philadelphia and Boston, similar to those which I had made with British Publishers, for procuring such School Maps and other School Requisites as I might require, and also Books for Libraries, selecting also about 2,000 Volumes as specimens.

7th. As all the publications included in these arrangements were to be paid for on receipt of the invoices from England, and on the receipt of the Books themselves from the United States, and were to be disposed of to no other parties than Municipalities and School Authorities, and for School purposes alone, the Publishers agreed, of course, to supply them below the ordinary wholesale prices. . . .

9th. The result of these arrangements is, that every description of the best School Maps, Apparatus, and Text Books required for the Schools, and the Books for Libraries, are and will be supplied to the remotest Municipalities in Upper Canada at lower prices than the same publications can be purchased by the public where they are printed, either in the United States or Great Britain.

10th. As the rule by which the prices of these publications are determined, inquiries were made of several parties in Toronto, as to the average expenses per cent. for Books, or Stationery imported from England and the United States; and a corresponding charge was added to the original prices of the publications in question. In case the expenses are not, at any time, equal to the estimate made of them, the balance is added to the Depository Fund, the accounts in connection with which are kept distinct from all other accounts of the Department. Should the fund amount to about a thousand pounds, it would replace the advances temporarily made from the Library appropriation.

The "terms" on which Library Books were first supplied to the Schools were explained by the Chief Superintendent in the following Circulars issued in October, 1853, and in January, 1854:—

PUBLIC SCHOOL LIBRARIES—FIRST APPORTIONMENT OF THE LEGISLATIVE LIBRARY GRANT.

To the Municipalities of Townships, Cities, Towns, Villages, and to the Trustees of School Sections in Upper Canada.

The time having arrived for making the first apportionment of the Legislative Grant for the establishment of School Libraries in Upper Canada, the Chief Superintendent of Education is desirous of explaining the basis on which he proposes to make the Apportionment, and the manner in which he thinks, under the circumstances, it should be made.

2. After much consideration, and in harmony with the principle on which the School Fund in each Municipality is distributed, local exertion, (and not property, or population), appears to be the most equitable basis of apportioning the Library Grant, and that which is likely to give the most general satisfaction and to exert the most beneficial influence. The principle of aiding each School Municipality, (whether it be a Township, City, Town, Village, or School Section) in proportion as it exerts and helps itself, is, upon the whole, unobjectionable, and is best calculated to excite and bring into action that kind of interest and public spirit which are the life of any general system of social advancement. This, therefore, is the principle on which the Library Grant will be distributed.

3. As to the amount to be apportioned to each Municipality,—whether a School Section, or Township,—it has been decided to add, in the first apportionment, seventy-five per cent. to all sums raised by local exertion,—thus apportioning £9 for every £12, and £75 for every £100 raised in a Municipality, and so on, in the same ratio for larger or smaller sums raised by local effort. . . . .

(2) *Extract from the Circular to the same Parties, dated January, 1854.*

As I have been able to obtain many of the Books on more favourable terms than formerly, you will find a considerable number of your Books charged less than at the prices marked in the printed Catalogue—one object that I have in view being to provide the Books at the least possible expense to the Municipalities.

In 1855, the following Act was passed by the Legislature, authorizing the Education Department to supply the Schools with Libraries, Maps and Apparatus:—

AN ACT TO MAKE FURTHER PROVISIONS FOR THE GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA, 18TH VICTORIA, CHAPTER 132.

Received the Royal Assent on the 30th May, 1855.

Whereas it is expedient to make further provision for the promotion of Education and the diffusion of useful knowledge in connection with the Grammar and Common Schools of Upper Canada; Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue

of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intituled: An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada, and it is hereby enacted by the authority of the same, as follows:—

1. The additional Grants which have been made, or may be made, during the present Session of the Legislature, for Grammar and Common School purposes, in Upper Canada, shall be annually disposed of, in the following manner:—

3. A sum not exceeding Two thousand and five hundred pounds per annum, may be expended in providing the Grammar and Common Schools in Upper Canada, with Maps and Apparatus, upon the same terms, and in the same manner as Books are or may be provided for Public School Libraries;

4. A sum not exceeding Three thousand five hundred pounds per annum, may be expended as heretofore provided by Law, in further aiding the establishment and extension of Public Libraries in connection with the Grammar and Common Schools in Upper Canada;

5. A sum not exceeding Three hundred and fifty pounds per annum shall be allowed for the payment of two assistant Clerks and a Salesman of the Public Library, Map and School Apparatus Depository, in connection with the Department of Public Instruction in Upper Canada;

7. The whole of the remainder of the said Grants shall be expended as further aid to Common Schools in Upper Canada, according to the provisions of the Common School Acts of Upper Canada, and of this Act.

After the passing of this Act, the Chief Superintendent issued the following notices in the *Journal of Education*, to Municipal and School Corporations in Upper Canada.

Until further notice, I will apportion one hundred per cent. upon all sums which shall be raised from local sources by Municipal Council and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the Regulations provided according to Law.

The Legislature having acceded to my recommendation to grant annually, from the commencement of the current year, a sufficient sum of money to enable this Department to supply Maps and Apparatus, (not Text Books), to Grammar and Common Schools, upon the same terms as Library Books are now supplied to Trustees and Municipalities, I will be happy to add one hundred per cent. to any sum or sums, not less than five dollars, forwarded to the Department, and to forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees.

During 1856, 1857, 1858 and 1859, these "terms" and "manner" of supply remained unchanged; and, in 1859, the various Common School Acts were consolidated into 22nd Victoria, Chapter 64. The Sections of the Act of 1855, just quoted, will be found in Section 120, as follows:—

120. Out of the share of the Legislative School Grant coming to Upper Canada, and the additional sums of money from time to time granted in aid of Common Schools, or in aid of Common and Grammar Schools in Upper Canada, and not otherwise expressly appropriated by Law, the Governor-in-Council may authorize the expenditure of the following sums annually, under the Regulations of the Council of Pubic Instruction, and through the Chief Superintendent of Education.

(*c*) For the establishment and support of Public School Libraries, in connection with the Common and Grammar Schools, a sum not exceeding $26,000.

(*d*) In providing the Grammar and Common Schools with Maps and Apparatus upon the same terms, and in the same manner as Books are provided for Public School Libraries, a sum not exceeding $10,000.

(*e*) For the payment of two assistant Clerks, and a Salesman of the Public Library, Map and School Apparatus, Depositories in connection with the Department of Public Instruction, a sum not exceeding $1,400.

These "terms" and the manner of supply continued unchanged during the years 1859 to 1874, inclusive. In 1874, the provisions of this 120th Section of the Act, 22nd Victoria, Chapter 64, were again consolidated, and will be found in Section Thirty-three of the Act, 37th Victoria, Chapter 27.

It will be thus seen that the phrase "on the same terms," which occurs in the Act of 1874, refers to the "terms," (as to the "prices," or "cost" of the Library Books supplied to the Schools), which were explained and defined by the Chief Superintendent in 1855, the date at which the original Act containing these words was passed.

These "terms" the Chief Superintendent shows were the furnishing of Public School Library Books, from the Depository "at cost"—that is, the price which he paid for

these Books, including exchange, transportation, insurance and all "contingencies, not exceeding thirteen per cent."

Another question here arises as to whether in fixing the "prices" or "cost" of the Books supplied to the Schools by (1) the Council of Public Instruction, (2) the Booksellers, or (3) the Chief Superintendent of Education, the charge for Salaries of Clerks and Salesman in the Educational Depository, at all events to the extent of $1,400 per annum, as fixed by the Act, should be reckoned in the "cost" or "prices" of Books furnished to the Schools. The Act, as will be seen, provides for the Depository Salaries out of a "Grant" by the Legislature, as much so as the "Grant" for Superannuated Teachers, *Journal of Education*, or other object, as mentioned in the 120th Section of the Consolidated Act of 1859, or in the 23rd Section of the Act of 1874.

A further question has been raised, and that is, whether in fixing the "prices" or cost of Prize and Library Books, an estimated sum for rent, for taxes, and for interest on the Legislative Grant, (none of which have ever formed part of the expenditure of the Depository), should be included in those "prices" and cost of the Books,—in other words, whether the Education Department should provide for an absolute profit out of the Books supplied to the Schools, over and above expenses, which would, of course, be payable into the Provincial Treasury, and form part of the Casual Revenue.

Having now stated the Case, and given copious extracts from the various Statutes, Official explanations, and Regulations bearing upon the subject, it is proper to recapitulate the several Questions which are raised in this Document and submitted for the decision of the Chief Justice of Ontario, as authorized by Law, videlicet:—

Question 1st. Whether the "Prices" or "Cost" to the Schools of the Prize and Library Books sanctioned by the Council of Public Instruction should be fixed,—

(1) By the Council of Public Instruction.

(2) By the Chief Superintendent of Education.

(3) Or by the Booksellers, or other parties, sending in Books for the approval of the Council.

Question 2nd. On what principle should the "Prices," or "Cost," of these Books to the Schools be fixed, videlicet:—

(1) Whether the "Price," or "Cost," of a Book should include (*a*) its net prime cost from the original Publisher, with the additional charge, (*b*), for exchange, (*c*), freight and shipping dues, (*d*) duty, (*e*), insurance, (*f*), Salaries of Clerks, and (*g*), Contingent Expenses of management, which are all actual expenditures, and, (*h*), the usual estimated percentage for depreciation of Stock on hand.

(2) Or, whether, in addition to these actual expenditures incurred in procuring Books and managing the Educational Depository, and for percentage for Stock depreciation, the "Prices," or "Cost," of Books to the Schools should also include, (*i*), an estimated sum for rent, (*j*), for taxes, (*k*), for interest on Legislative Grant employed, and (*l*) salaries of Clerks, at least beyond the $1,400 per annum payable by Statute out of "Grants" made by the Legislature).

Question 3rd. Whether the phrase "on the same terms," which originally occurred in the Act of 1855, and is continued in the Consolidated Acts of 1859 and 1874, would not determine the Cost of the Books to the Schools, on the principle of the rates of charge for them as they existed in 1855, videlicet:—The prime cost of the Books from the original Publisher, with the added charge for Exchange, Freight, Shipping Charges, Duty, Insurance, Salaries, and the estimated percentage for Stock depreciations.

Question 4th. Whether an added profit out of Books supplied to the Schools from the Educational Depository, over and above the amount of actual expenditure for them, Contingent Expenses of management and percentage for depreciation of Stock, was contemplated, or authorized, or is contemplated and authorized by the Legislature under its successive Acts bearing upon the subject.

TORONTO, July, 1879. J. GEORGE HODGINS, Deputy Superintendent.

The Chief Justice of Ontario to the Chief Superintendent of Education.

Your Letter of the 24th ultimo, asking my opinion under the Statute as to "what should be regarded as cost prices of Books provided by the Education Department for Libraries and Prizes for the Public and High Schools, and who should determine those prices," was received at my house when I was absent, during the "long vacation."

I presume there are parties interested in the discussion of the questions submitted in your Letter, who may wish to be heard in the matter. I think the better course will be to have the Case appended to your Letter set down for argument in the Court, and the usual notice given to the parties interested, that they may be heard and their views presented to the Court before any decision is come to.

Of course, if the parties desire it, the argument can take place before myself instead of the full Court.

TORONTO, 27th August, 1874. WM. B. RICHARDS, Chief Justice.

Circular to Booksellers in regard to the foregoing Case submitted to the Chief Justice.

I have thought proper to submit a special Case to one of the Judges of the Superior Courts, as authorized by the 32nd Section, subsection 3rd, of the New School Act, 37 Victoria, Chapter 27, in order to obtain an authoritative decision as to whether the Council of Public Instruction, or the Chief Superintendent, or the Booksellers, are to determine the prices, and the principle of determining the prices of Books to be sanctioned by the Council, under the new Sections on the subject introduced into the School Acts.

I have caused a statement of the case to be prepared by the Deputy Superintendent of Education, so far as the Education Department is concerned, and have forwarded it to the Honourable the Chief Justice of Ontario, who has intimated to me a desire that parties interested adversely to the views which I hold on this subject should have an opportunity of being heard before him.

Under these circumstances I have to request that should you desire to take any steps in the matter, you will be good enough to name your legal Adviser, and prepare and transmit to the Chief Justice your counter Case, and also a copy of it to me, so that a time may be fixed by the Chief Justice for the argument of the whole Case. On your application, I will furnish you with a copy of the Case, as I have submitted it, as soon as printed.

TORONTO, 7th September, 1874. EGERTON RYERSON.

NOTE. On the 15th of the month, (September) Attorney General Mowat wrote to the Chief Superintendent of Education expressing an opinion that the Council of Public Instruction was quite competent to fix the prices at which Prize and Library Books might be supplied to the Municipal and School Corporations, so that it was not necessary, therefore, for the Case on the subject which had been submitted for the Opinion of the Chief Justice Richards to be proceeded with. The Booksellers, however, urged the Council to have an authoritative decision in regard to the matter. Nothing, however was done in regard to it during the remainder of the year, 1874. Early in 1875, the Booksellers having moved the Council to take action the Attorney General addressed a Letter to the Chief Superintendent in February of that year, directing him to withdraw the Case on the subject, which he had submitted to the Chief Justice as the fixing of the prices of Library and Prize Books was "a matter of internal arrangement" with the Education Depart-

ment, and that "the Booksellers and others had no individual concern" in regard to it.*

(The Proceedings of the Council of Public Instruction were resumed as follows):—

The Chief Superintendent of Education made a statement respecting the arrangements for teaching the various Branches of Study in the Normal School for this Session.

The Report of the Committee on Public School Regulations was read and adopted.

Ordered, That when the Council is not in Session the Chief Superintendent of Education shall be at liberty to lay before the Interim Committee of the Council any Communications requiring their immediate attention.

Ordered, That the proposed Course of Study for the Normal School be referred to the Committee on Public School Regulations.

Ordered, That the Committees on High and Public School Regulations, etcetera, be hereafter one joint Committee.

Ordered, That one Gold, two Silver, and two Bronze Medals, of a total value of $100 be granted to Teachers who have passed the best examination for Certificates of Qualification, as recommended by the Central Committee.

Ordered, That, in addition to the restriction on the power of the Interin Committee already adopted, the principle on which the prices of Library and Prize Books are to be fixed be reserved for the decision of the Council.

Ordered, That the Council concur in the recommendations of the Central Committee contained in the Letter laid before the Council.

Ordered, That in the Advertisement referred to in the Report of the Interim Committee, Public School Inspectors and Teachers be also invited to express their opinions on the Text Books already sanctioned by the Council.

Ordered, That the Clerk of the Council inform the Proprietors of the Toronto *Mail*, *Globe* and *Leader*, that a copy of the Report of the Proceedings of this Council, and of the Interim Committee, similar to that required by law to be published in the *Journal of Education*, will be furnished to them on application.

Ordered, That the next regular Meeting of the Council be held on the first Tuesday in October next.

October 6th, 1874. Several Communications wer laid before the Council, among which was one from the Faculty of the College at Ottawa, reporting the election of the Reverend J. Tabaret, as the Representative of that Institution in the Council of Public Instruction. Also a Letter from Messieurs Bethune and Hoyles, on behalf of Messieurs James Campbell and Son, respecting the Case, relating to the Prices of Library and Prize Books, submitted to the Chief Justice by the Chief Superintendent of Education.

Ordered, That the Letters received in reply to the Circular respecting Text Books from Inspectors and Teachers, be referred to the Joint Committee on Regulations and Text Books.

A Draft of certain Rules of Order for the Proceedings of the Council was laid before the Council.

Ordered, That the Chairman, the Chief Superintendent of Education, the Honourable William McMaster, Mr. James Maclennan, and Mr. S. C. Wood be a Committee to report on the Rules of Order. The Chief Superintendent of Education to be Convener.

The subject of the Qualifications of Head Masters of Collegiate Institutes and High Schools was considered, and it was,—

Ordered, That the Central Committee be requested to advise the Council what period of teaching in a School would be satisfactory evidence of the Qualification of Head

* The Correspondence with the Attorney-General and the Chief Superintendent of Education on this subject is printed in the next Chapter of this Volume.

Masters required by Section Seventy-two of the High School Act, and, at the same time, whether, in the opinion of the Committee, there is any kind of satisfactory evidence of such qualification other than the having actually taught in a School, and, if so, what kind of evidence it is.

Several applications for Pensions to Teachers, from the Superannuated Fund, were considered and approved. The application of Miss Mary Spafford was rejected.

Ordered, That the Communication on Salaries of the Normal School Principal and Masters be referred to a Committee consisting of the Representatives of Colleges, now present, with the addition to it of Messieurs McCabe and Maclennan.

Ordered, That Professor Wilson and Professor Smith be added to the Committee of the Council on Library and Prize Books.

October 7th, 1874. Several Communications were laid before the Council.

The Report of the Committee to whom was referred the Communication on Salaries, from the Prinicpal and Masters of the Normal School was read, and it was,—

Ordered, That the Report now read be received and adopted.

The Council proceeded with the revision of the General Regulations for the Organization, Government and Discipline of Public Schools in Ontario, and adopted the revised Regulations as far as Section V, Number 18, as now numbered, inclusive.

NOTE. These Regulations are not reprinted here, as few changes were made in them, and they are practically those already in use.

Moved by Mr. James Maclennan, seconded by the Chief Superintendent of Education, and,—

Resolved, That a Certificate of fitness as Head Master of a High School, or Collegiate Institute, be granted to Mr. W. J. Robertson, B.A., on his application.

Ordered, That the Chief Superintendent of Education be, and is hereby requested to ascertain from the Attorney-General what the Report of the Proceedings of the Council and of the Interim Committee, named in Section Twenty-four of the Act to Amend and Consolidate the Law relating to the Council of Public Instruction, the Normal Schools, Collegiate Institutes and High Schools, should comprise.

October 8th, 1874. The General Report of the Inspectors of Collegiate Institutes and High Schools, for the year 1873, was laid before the Council, and it was,—

Ordered, That the Report be referred to the Joint Committee on School Regulations and Text Books.

The Council proceeded with the revision of the Public School Regulations from Section V, Number 18, and completed the same.

NOTE. See note above.

Ordered, That the following Note be appended to these Regulations, as now adopted:—

"These Regulations are provisionally adopted by the Council of Public Instruction, subject to future revision."

Ordered, That the Copyright Regulations relating to Text Books be referred to the Joint Committee on School Regulations and Text Books.

Ordered, That the Entrance Examinations for High Schools and Collegiate Institutes be held in June and December, of each year, as recommended by the Inspectors.

The application of Mr. James Elliott, a Teacher, of Ingersoll, for a Pension from the Superannuation Fund, having been again under consideration, it was, —

Ordered, That a Pension be granted to Mr. Elliott for 22½ years' service, subject to the condition of his annually furnishing satisfactory proof of his continued disability.

Ordered, That no Inspector of High, or Public, Schools, shall, in any way, interfere in the Election of Members of the Council of Public Instruction, by Teachers of Collegiate Institutes, High Schools, or Public Schools.

Ordered, That the Reverend Professor Ambery be added to the Committee on Library and Prize Books.

Ordered, That the next regular Meeting of the Council be held on Tuesday, the 8th December next.

October 16th, 1874. A Meeting of the Interim Committee was held this day, and several Communications were laid before it, including one from Attorney-General Mowat, in reply to the Letter of Inquiry addressed to him; also one from the Teachers of the Model Schools in regard to Salaries.

The Chief Superintendent of Education requested the Committee to consider the mode of applying the Grant of $1,000 for Revising Text-Books, and it was,—

Ordered, That the attention of the Joint Committee on School Regulations and Text Books be called to the existence of the Grant, and that the Letters relating to the subject be referred to them.

A Second Report from the Committee on Library and Prize Books was received and adopted by the Interim Committee.

A Report from the Committee on Rules of Order for the Proceedings of the Council, and of the Interim Committee, was also received and adopted.

The Reports of the Committees on Regulations and Text Books, and on Libraries and Prize Books were presented and read.

December 9th, 1874. A Meeting of the Council was held this day, and several Communications were laid before it. Among them was a Letter from Doctor Hodgins, the Deputy Superintendent of Education, referring to two paragraphs in the Report of the Joint Committee on Regulations and Text Books, as follows:—

In a Report laid before the Council of Public Instruction yesterday afternoon, I observe the following statement:—

"The Committee would also very respectfully call the attention of the Council to the circulation, under the authority of the Council, of Books, in which Members of the Council, or *Officers of the Department have a pecuniary interest*," etcetera.

The only words in this paragraph to which I shall refer are those which I have underlined, videlicet:—That "*Officers of the Department have a pecuniary interest* in certain Text Books sanctioned by the Council." I know not, of course, to what Members of the Council the Report refers; but as I am the only "Officer of the Department," who has prepared a Text Book which has received the sanction of the Council, it is clear that I am the person referred to in the Report.

As a matter of fact, I never had any "pecuniary interest" in any Text Book prepared by me when it was laid before the Council.

This Statement in the Report is, therefore, entirely incorrect.

TORONTO, 19th December, 1874. J. GEORGE HODGINS.

A Letter was also received from His Grace the Archbishop of Toronto, asking that Fredet's General History and Burke's Compendium of Lingard's History of England be sanctioned by the Council. The Letter was referred to the Committee on Text and Library Books.

On motion of the Chairman of the Joint Committee on Regulations and Text Books, their Report was recommitted, and the Communications above mentioned were referred to the same Committee.

The Joint Committee on Regulations and Text Books presented their Report, as amended.

The Chief Superintendent of Education proposed certain Resolutions, in amendment to the motion for the adoption of the Report of the Joint Committee on Regulations and Text Books. After further discussion it was,—

Ordered, That that portion of the Report of the Joint Committee, referring to Text Books be recommitted for their consideration and subsequent report; also, —

That the Chief Superintendent of Education be requested to furnish the Committee with the Resolutions prepared by him as a substitute; that it be an instruction to the Committee to provide for the admission of a choice of Text Books, under due restrictions, as well as for the revision of the present series.

December 10th, 1874. In accordance with one of the recommendations in the Report of the Joint Committee on Regulations and Text Books, respecting the proposals of the Principal and Masters of the Normal School in regard to its Course of Study, it was,—

Ordered, That there be a revision of the Subjects of Examination and scheme of Lectures in the Normal School, and that a special Committee be appointed to examine the whole system in operation, and consult the Masters of the Normal School, as to the working, or suggested deficiencies in the present working, of the Institution; such Committee to consist of Professor Goldwin Smith,' the Reverend Professor Ambery, Professor Wilson, and the Chief Superintendent of Education.

The Third Report of the Committee on Library and Prize Books was then read, and its adoption having been moved and discussed, it was,—

Ordered, That the Report of the Committee on Library and Prize Booke be recommitted for consideration and subsequent report; with instructions to enquire whether any, and if any, what improvement may be effected in the plan of obtaining and distributing the Library and Prize Books in connection with the Education Department.

Ordered, That the Teachers and Assistant Teachers of Public Schools, having already passed an examination, may be admitted to enter the High Schools as Pupils, without being required to pass the usual Entrance Examination.

Doctor Wilson having made a motion respecting an additional High School Entrance Examination, it was,—

Ordered, That the opinions of the High School Inspectors on the above propositions of Doctor Wilson, having been read and considered, with their reasons adverse to the change of system, no further action be taken in the matter.

Ordered, That Teachers holding First, or Second, Class Certificates of Qualification, granted anywhere in the British Dominions, may be admitted to examination for First and Second Class Certificates respectively, in this Province, provided that they produce satisfactory evidence of good moral character and time of actual experience as Teachers, as required of other Teachers.

Ordered, That Graduates in Arts, who have proceeded regularly to their Degrees in any University in the British Dominions, and who produce satisfactory evidence of having taught successfully for one year, and give satisfactory proof of good moral character, may be admitted to the examination for First Class Certificates of Qualification, without having previously obtained Third and Second Class Certificates.

Ordered, 1. That any Person wishing to become a Head Master of a High School, or Collegiate Institute, after the 24th day of March, 1874, shall comply with the following Regulations, as required by the Act, 37th Victoria, Chapter 27, Section 28 (4), and 72

(*a*) He shall present for the inspection of the Board employing him, the Diploma, which he may have received from any University in Her Majesty's Dominions, or furnish other satisfactory proof to the Board that he has regularly graduated in the Arts Department of such University.

(*b*) He shall also present to the Board a Certificate from the Council of Public Instruction, showing that he has satisfied that Body, as to his knowledge of the Science and Art of Teaching, and of the Management and Discipline of Schools. No honorary Degree can be admitted as evidence of compliance with the Law.

2. Any Graduate in Arts of a chartered University in the British Dominions, who has proceeded regularly to his Degree, and who produces evidence satisfactory to the Council of Public Instruction that he has taught successfully for one year, as Assistant

Master in a High School, or who is the holder of a First, or Second, Class Certificate of Qualification as a Public School Teacher, shall be considered eligible for the Certificate, qualifying him for the Head Mastership of a High School.

3. Graduates, whose experience in teaching has been gained in Colleges and Private Schools, must satisfy the Council that such experience is sufficient, before they can be regarded as eligible for appointment to a Head Mastership.

Ordered, That, in the opinion of the Council, permanent Certificates of Qualification, valid throughout the Province, should, in all cases, be given on the recommendation of one and the same Examining Board; and the Chief Superintendent of Education is requested to give public intimation of this opinion of the Council.

Ordered, That in the Rules of Proceeding, (Rule I,) instead of the words:—"The Council shall meet quarterly on the first Tuesday in each of the Months of January, April, July and October," the following shall be substituted:—"The Regular Meetings of the Council shall be held on the first Tuesday in each of the Months of February, May and November," and, in Rule II, the word "Regular" shall be substituted for "quarterly."

Ordered, That Rule VI, in the Rules of Proceeding, be expunged, and the following be substituted:—"VI. A Rule may, at any time, be suspended by the vote of a majority of the Council, and a new subject may, at any time, be introduced by a unanimous vote, otherwise one day's notice, at least, must be given of every Motion, except in the case of special Meetings called by the Chief Superintendent of Education, but a Motion for adjournment shall always be in order."

Several applications for Pensions from the Superannuated Teachers' Fund were approved.

Ordered, That the Rule of Order, requiring one day's notice, be suspended and that the following be adopted:—

That the Chief Superintendent of Education be *ex officio* a Member of all Committees of this Council.

Ordered, That the following modification be made in the School Regulations, (Chapter VII), for the examination of Candidates for Certificates of Qualification, as Public School Teachers and Monitors.

The Regulations as to "Value and duration of such Certificates" shall be as follows:—

Value and Duration of Teachers' Certificates.

(*a*) First and Second Class Certificates of Qualification are valid during good behaviour, and throughout the Province of Ontario. A First Class Certificate of Qualification of any grade renders the Holder eligible for the office of Examiner of Public School Teachers; that of the highest Grade, (A), renders the Holder eligible for the office of Public School Inspector. Certificates of eligibility for these offices are to be obtained on application at the Education Office.

(*b*) Third Class Certificates are valid only in the County where given, or endorsed, and for three years only, and not renewable, except on the recommendation of the County Inspector; but a Teacher holding a Third Class Certificate may be eligible in less than three years for examination for a Second Class Certificate of Qualification, on the special recommendation of his County Inspector.

(*c*) Third Class Certificates shall only be endorsed by a Public School Inspector having jurisdiction, at the request, in writing, of a School Corporation, and on condition that the Holder present a Certificate of good moral character, signed by a Clergyman within a month of the date of such application.

(*d*) A Third Class Certificate shall be endorsed but once by the same Inspector, and, in no case, by more than two Public School Inspectors, nor shall it be endorsed in a County in which the Holder had previously held one of the same grade.

The Regulations as to Certificates to Monitors and Assistants in Public Schools shall be as follows:—

Certificates to Monitors and Assistants in Public Schools.

At the request, in writing, of any Public, or Separate, School Corporation, a Public School Inspector may admit to examination any senior Pupil, or other Candidate for the position of Monitor, or Assistant, in such Public, or Separate, School, on the following conditions:—

(*a*) The Pupil, or other Candidate, shall present to the Inspector a Certificate of good moral character, signed by a Clergyman.

(*b*) The Subjects of Examination for the position of Monitor shall be Reading, Writing, Spelling, and the elementary parts of Grammar, Geography and Arithmetic.

(*c*) The Subjects of Examination for the position of Assistant Teacher, shall be those prescribed for Third Class Certificates of Qualification.

N.B.—A competent knowledge of those subjects, at the discretion of the Inspector, shall be required.

(*d*) No Candidate shall be admitted to examination for a Monitor's Certificate under fifteen years of age, or from a lower Class than the Fourth; nor for a Certificate as an Assistant, under sixteen years of age, or from a lower Class than the Fifth.

(*e*) No Certificate shall be given for a longer period than for one year; such Certificate may be specially renewed for twelve months at the discretion of the Inspector; but no Certificate shall be granted a third time, without re-examination.

(*f*) A Certificate may be suspended, or cancelled, at the discretion of an Inspector for any cause which he may deem sufficient to warrant it.

All Certificates granted, suspended, or cancelled, and all other information desired shall be duly reported by the Inspectors to the Chief Superintendent of Education,—as required by the Act, 37th Victoria, Chapter 28, Section 112, (27), and 114 (18).

N.B. When the Pupils enrolled in a Public School amount to more than fifty, and less than one hundred, the Trustees must employ an Assistant Teacher in such School.

CHAPTER XII.

CORRESPONDENCE BETWEEN ATTORNEY-GENERAL MOWAT AND THE CHIEF SUPERINTENDENT ON THE SUBJECT OF THE PRICES OF LIBRARY AND LIBRARY BOOKS.

1. Letter of Attorney-General Mowat to the Chief Superintendent of Education.

I received through the post yesterday, a printed copy of your "Case and Correspondence respecting the prices of Books for School Libraries and Prizes." In a legal point of view, the Case is far too long, and contains a great deal of matter entirely irrelevant to the decision of the legal question, although, in other respects, interesting and valuable. To avoid a like error again, I would like you to submit to my Department beforehand every case which you may have occasion to refer to any of the Judges hereafter for their opinion under the Act.

If the claim has really been made that Booksellers can insist on regulating the prices of Books which are on hand for sale at the Depository, there seems to me so little ground in the language of the Statute for such a claim that it was hardly worth while troubling the Judges with it. As a Lawyer, I think it quite clear upon the terms of the Statute, and I know it was my intention in submitting the claims in question to the Legislature, that when Books which are on sale at the Depository are procured from

Booksellers, the fifty per cent. to be paid by the Department is to be calculated on the Depository prices, over which the Booksellers have no control.

Until I read the Case I was under the impression that the question had arisen with respect to a different class of Books, videlicet, those for which the Booksellers asked the sanction of the Council of Public Instruction, and which were not procurable at the Depository. I am quite clear that, under the Act, it is for the Booksellers to name the prices at which they will sell these Books, although possibly the Council may refuse to sanction a Book on account of the excessive price demanded for it. If Trustees choose to buy any Books of this class sanctioned by the Council, the fifty per cent. is to be calculated on the prices they actually pay, provided they do not exceed the prices they named to the Council when its sanction to the Books was given. I presume, however, that there has been no dispute about this class of Books.

I am extremely sorry for the delay in publishing in the *Journal of Education* a list of the Books sanctioned by the Council of Public Instruction, and not for sale yet at the Depository. I take it for granted, however, that for some reason or other the delay, though unfortunate, has been unavoidable.

TORONTO, 15th September, 1874. OLIVER MOWAT.

II. ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

As I understand that, notwithstanding my Letter of the 15th September last, the Booksellers and the Department intend to ask the Opinion of Chief Justice Richards on the Case, of which a printed copy was received by me at the date of my Letter, I write now for the purpose of saying that I see no reason for the proceeding, and desire the Case to be withdrawn, in accordance with the 20th Section of Statute, 37th Victoria, Chapter 27. I authorize you to assume and act upon the following view of the case:—

1st. That the fixing of prices of Books sold at the Depository is a matter of internal arrangement, over which the Booksellers and other outsiders have no individual control.

2nd. That when Books which are not in the Depository, and which have not appeared in your Catalogues and are forwarded with a statement of their prices to the Department by Booksellers, or other parties, who may have the same for sale, receive the sanction of the Council of Public Instruction, the names of these Books and the prices named for them by the Booksellers are to be published in the next number of the *Journal of Education*. This second point is not mentioned in the printed case for the Judges.

Should the new Books, which are submitted by Booksellers and which are sanctioned by the Council and advertised in the first subsequent issue of the *Journal* be afterwards for sale at the Depository, there is no legal necessity for the Depository prices being regulated by those previously named by the Booksellers.

I presume that after the expression of opinion contained in this Letter the Council will not desire that you should proceed with the Case prepared for the Judges.

TORONTO, February 2nd, 1875. OLIVER MOWAT.

NOTE. In accordance with the terms of this Letter, the Case relating to the prices of Prize and Library Books was withdrawn from the consideration of the Chief Justic and the Council proceeded to fix the prices of these Books itself.

III. THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

My attendance at the Council of Public Instruction yesterday prevented me from immediately acknowledging the receipt of your Letter of the 2nd instant; but I have heard that you had requested the Chief Justice not to give a judgment on the questions submitted to him; so, of course, the matter will not come before him.

I am glad that you recognize the full power, (which has been questioned), of the Council of Public Instruction fixing the prices of Books.

I desire here to refer to another matter which has caused me pain. In the course of our interview last week, you said that you did not think that justice had been done to the Law, or to yourself, in respect of my administering the provision, as to Booksellers supplying Schools with Library and Prize Books. I have deeply felt the imputation involved in your remark, and I protest against it as unjust to me. I should despise myself if I believed myself capable of doing anything to prevent the fullest operation of any part of the Law entrusted to my administration. I am prepared to prove before any Committee of the Legislative Assembly that I have done more than the Law required me to do in the very matter to which you referred, and that any obstacles to the immediate operation of the provision of the Law in question originated from a source over which I had no control, and for which you must be held under more responsibility than myself.

I may remark as an illustration, that I am now doing on the subject, in accordance with a Resolution of the Council of Public Instruction, what I proposed to the Council to do more than six months ago, but was opposed and delayed from the source to which I have referred.

I may furthermore remark, that some time last Spring, Messieurs Campbell and Son, (sole Agents of Messieurs Nelson, of Edinburgh and London, brothers-in-law of the Honourable George Brown), submitted some three hundred Books, (nearly all Messieurs Nelson's Publications), which I laid before the Council at its first Meeting, after receiving them; and they were referred to a Committee of Gentlemen,—all of whom, I believe, were your Political friends,—who reported, recommending said Books, (with three exceptions), some time in June, while no less than 1,375 Books submitted by me in behalf of the Educational Depository, are still in the hands of the same Committee, after more than six months' delay, and, therefore, not yet available for Public use. I make no complaint. The facts speak for themselves, and may be regarded as part of my reply to your intimation that I have obstructed the operation of one part of the School Law. But this is not all.

Last Summer, as soon as the Nelson Books were approved, (although not the prices), I informed the Messieurs Campbell, although not required by Law to do so until the Council had completely decided respecting the prices, the Messieurs Campbell forthwith printed a list of these Books, on intimation of their prices, and sent it out to their Correspondents to solicit the custom of School Trustees, and I have received an application to pay one-half the price of some hundreds of them, which I have consented to do, (at the rate of our old Catalogue Prices), although not required by the letter of the Law to do so, and although a list of these Books was not, and could not, be published in the *Journal of Education*, and are, therefore, unknown to all other Booksellers, except to Messieurs Campbell's Correspondents. They consist almost entirely of the Books of the Messieurs Nelson, who to get them into circulation to the exclusion of other Books, as far as possible, appoint the Messieurs Campbell their sole Agents, and allow them a discount of five per cent. beyond what they will allow the Education Department, or any Bookseller, in Canada, except the Messieurs Campbell.

I can term this little better than a conspiracy to commence building up a monopoly for the Brothers-in-Law of the Chief Manager of *The Globe* Newspaper, and their Agent in this City, to the detriment of the public, and against other Booksellers both in England and Canada.

I believe a scheme is maturing to counteract the efforts of the Education Department to diffuse carefully selected and cheap literatur among the youth of the land through the Public Schools, and to compel the people to pay from ten to twenty-five per cent. more for it, (for the benefit of certain individuals), than has hitherto been paid by the School Authorities.

I believe that this was not the intention of the Legislature in passing the Clauses of the Act in question, but the reverse. Two Members of the present Legislative

Assembly, and who were both Members of the Committee of the last House on the School Bills, have stated this week in the Council of Public Instruction, that Booksellers said they could furnish Library and Prize Books to the Municipal and School Corporations cheaper than the Education Department, and it was to enable them to do so, and not to increase the prices of Books, that the provisions of the Law in question were proposed.

In view of these facts, and considering the efforts and influences which have been employed, and which are at work, to embarrass and cripple the Education Department in the Depository branch of its work, and to further the objects of would-be Monopolists, I have had little hope of this, as I believe, vital part of its work being placed upon a safe and firm foundation, without a thorough and public investigation by the elected Representatives of the People, through a Committee of their appointment, or otherwise. I have not a shadow of fear, or doubt, of the result of such Investigation. I think I have a claim to it, even upon the ground of character and long services, and especially upon your own imputation. But upon the highest public grounds it should be brought before the Legislature at whatever consequences to myself. If so large a part of my life's work, and on which the Country has had so large a stake for a quarter of a century, will now stand the test of the severest inquiry, let it be condemned and abandoned, but let it not be strangled by secret influences as unknown to, and as I believe, pernicious to the interests of the Public.

I must say, in all frankness, and with due respect, that I do not think you have treated me courteously, or even justly, in interposing at the last moment, to prevent the Chief Justice from deciding certain questions which I had submitted to him, and when a day was being appointed to hear the questions. The Law in the most explicit and unqualified terms gave me that right and privilege. If it was not intended that I should have some other protection, or assistance, on any legal points, other than opinions that might be influenced by Political Party exigencies, no such provision of the Law would have been thought of, as it appears to me, much less enacted. I cannot believe that that provision, as to the Lieutenant-Governor's giving instructions, according to which the Chief Superintendent should act, was ever intended to denude him of what the Law had explicitly given him, in regard to policy, or acts of administration. The principal and all-important question intended to be submitted to the Chief Justice still remains untouched, or unnoticed, and cannot, in my opinion, be impartially, and in a judicial spirit, decided, except by a Judge, or Judicial Mind, free from Party, or Personal, Influences.

But while such are my feelings and convictions, I shall implicitly obey, until the highest authority in the Land,—the Country's Representatives in Parliament assembled, shall have investigated and decided upon the question and interests involved.

In conclusion, I may remark that every month's experience impresses me with the necessity of a Minister of Public Instruction with a Seat in the Cabinet, and Legislature, if it is not intended to leave the Education Department free from Political and Party Influences in its Administration.

TORONTO, February 4th, 1875. EGERTON RYERSON

CHAPTER XIII.

DUTY OF TRUSTEES IN REGARD TO COMPULSORY EDUCATION —CENSUS RETURNS.

One of the most beneficial and salutary provisions of the School Law of 1871 was the enactment of what are called its "compulsory clauses." They were the necessary complement to the system of Free Schools, which was, in that Act, also declared to be henceforth the law of the land. Two more important principles were never before embodied in any School Law passed in this Province. The effect of their operation, if wisely applied to every School,—(taken in connection with the useful and comprehensive course of instruction prescribed for these Schools) —must be in time greatly to elevate, not only the character of the Schools themselves, but to promote and diffuse the blessings of a sound practical education throughout the land. For, not only does our School Law declare that every School in the older and better settled Townships of the Province shall be Free, but it also declares the same thing in regard to the newer and thinly inhabited ones, and provides a simple machinery whereby the smallest group of Settlers in the most remote Townships of the outlying districts of this Province shall also enjoy all the advantages which are secured to these older ones. On this subject, the Chief Superintendent stated that:—

It was a great and notable step in advance which the Legislature took in 1871, in embodying in the School Act of that year those two most important principles to which I have referred, videlicet:—"Free Schools" and "Compulsory Education,"—or in other words the guarantee of an Open Door to every School House in the Land, so that the poorest child might enter and claim such an education as would fit him to fill with respectability and credit any ordinary position to which he might be called, and also the inalienable right secured by Statute to every child in the Province, that suitable instruction shall be provided for him at the hands of his Parents, or Guardians, for at least four months of the year.

In order to secure to the parties concerned, every facility for availing themselves of these beneficent provisions of the Law, the School Act of 1874 contains some important supplementary provisions which not only enable Trustees, (but require them), to give practical effect to the compulsory provisions of the Act of 1871. The whole of the provisions of the School Law on this subject, as thus supplemented and consolidated, are as follows:—

Right of Children to attend School.

156. Every child, from the age of seven to twelve years inclusive, shall have the right to attend some School, or be otherwise educated, for four months in every year; and any Parent, or Guardian, who does not provide that every child between the ages aforesaid under his care shall attend some School, or be otherwise educated, as thus of right declared, shall be subject to the penalties hereinafter provided by this Act;

(*a*) Nothing herein shall be held to require any Roman Catholic to attend a Public School, or require a Protestant to attend a Roman Catholic Separate School.

Census of School Children shall be Taken.

157. It shall be the duty of the Trustees of every Public School:—

(1) To ascertain before the Thirty-first day of December in every year, through the Assessor, Collector, or some other Person to be appointed for that purpose, and paid

by them, the names, ages, and residences of all the children of School Age in their School Section, division, or Municipality, as the case may be,—distinguishing those children between the ages of seven and twelve years inclusive,—who have not attended any School.

Notification to Parents—Consequences of Their Neglect.

158. It shall further be the duty of the Trustees of every Public School:—

(1) In case, after having been so notified, the Parents, or Guardians, of such children continue to neglect, or violate, the provisions of the said One hundred and fifty-sixth Section of this Act.

(2) It shall be the further duty of the Trustees either to impose a Rate-bill on such Parents, or Guardians, not exceeding One dollar per month for each of their children not attending School; or,

(3) To make complaint of such neglect, or violation of the School Law, to a Magistrate having jurisdiction in such cases, provided by the One hundred and fifty-ninth Section of this Act, and to deliver to said Magistrate a statement of the names and residences of the Parents, or Guardians, of such children.

Duty of Police and other Magistrates in the Matter.

159. It shall be competent for the Police Magistrate of any City, or Town, and for any Magistrate in any Village, Township, or Town where there is no Police Magistrate, to investigate and decide upon any complaint made by the Trustees, or any Person authorized by them, against any Parent, or Guardian, for the violation of the next preceding Sections of this Act, and to impose a fine not exceeding Five dollars for the first wilful offence, and double that penalty for every subsequent offence; which fine and penalty shall be enforced as provided in the One hundred and seventy-seventh Section of this Act;

(*a*) The Police Magistrate, or Justice of the Peace, shall not be bound to, but may, in his discretion, forego to issue the Warrant for the imprisonment of the Offender, as in the said Section is provided.

160. It shall be the duty of the Police Magistrate, or any Magistrate, where there is no Police Magistrate, to ascertain, as far as may be, the circumstances of any party complained of for not sending his child, or children, to some School, or otherwise educating him, or them, and whether the alleged violation has been wilful, or has been caused by extreme poverty, or ill-health, or too great a distance from any School; and in any of the latter cases, the Magistrate shall not award punishment, but shall report the circumstances to the Trustees of the rural School Section, or division, in which the offence has occurred.

It will thus be seen that the duty of the Trustees of every Public School in regard to the "Compulsory" provisions of the School Act, is imperative in itself, and that it is of a three-fold character:—

First.—They are required to employ a suitable Person to take a School Census of the Section, division, or Municipality, once a year.

Second.—The Person who takes the Census must distinguish in the Census Roll the names of the children who have not been sent to School, or otherwise instructed, for at least four months of the year then next preceding.

Third.—The Trustees must either:—

(1) Summon before a Magistrate, the Parent, or Guardian, of the children who have not been sent to School or who have not been otherwise educated during those four months, to answer for such neglect, or they must:—

(2) Impose and collect a Rate-bill of not more than one dollar per child, for every month of neglect.

This is the duty which the School Law imposes upon every Public School Corporation in giving effect to the compulsory provisions of the newly consolidated School Act. They should not fail to perform this duty faithfully and effectively. Should they refuse, or neglect, to do so, they will render themselves personally liable, at the suit of any Ratepayer, for the amount of money lost to the School Section, or division, either from the non-attendance at the School of the absent children, or from the failure of the Trustees to impose and collect the prescribed Rate-bill for such non-attendance.

CHAPTER XIV.

EDUCATIONAL PROCEEDINGS OF THE HOUSE OF ASSEMBLY, 1874

The Lieutenant Governor opened the Session of the Legislature with the usual speech from the Throne, in which he made no reference to Education.

November 23rd, 1874. The House, according to Order, resolved itself into Committee of Supply. In the Committee it was,—

Resolved, That there be granted to Her Majesty, for the service of the year 1875, the following sums:—

To defray the expenses of Public and Separate Schools		$240,000 00
To defray the expenses of the Inspection of Public and Separate Schools, as follows:—	$ cts.	
4,800 Schools and Departments, at $5	24,000 00	
Additional cost of inspecting and organizing Schools in Algoma, Nipissing and other remote Settlements	2,500 00	
Printing Inspectors' Annual and Special Reports, including Paper	450 00	
Postages, Stationery and Contingencies	400 00	
Total		$27,350 00
To defray the expenses of Schools in new and poor Townships		$8,000 00
To defray the expenses of Collegiate Institutes and High Schools, as follows:—	$ cts.	
Existing High Schools	72,000 00	
New High Schools	2,500 00	
Collegiate Institutes	6,000 00	
Total		$80,500 00
To defray the expenses of the County Examination of Public School Teachers, as follows:—	$ cts.	
Central Committee of Examiners	800 00	
Printing Examination Papers, forms of Certificates, etcetera	750 00	
Postages, Stationery and Contingencies	385 00	
Medals for competition at Teachers' Examination	100 00	
Total		$2,035 00
To defray the expenses of County Teachers' Institutes, including $300.00 for Printing, Stationery and Contingencies, (re-vote)		$2,800 00
To defray the expenses of Superannuated Public School Teachers		$29,000 00
To defray the expenses of Normal and Model Schools, as follows:—		
Salaries:—	$ cts.	
The Principal	2,000 00	
Mathematical Master	1,500 00	
Science Master	1,500 00	
Writing and Book Keeping Master	900 00	
Drawing Master	400 00	
Music Master	400 00	
Gymnastic Master	300 00	
Head Master of the Boys' Model School	1,100 00	
First Assistant	900 00	
Second Assistant	700 00	
Third Assistant	600 00	
Head Mistress of the Girls' Model School	900 00	

Salaries.—*Continued.*		
First Assistant	700 00	
Second Assistant	600 00	
Third Assistant	550 00	
Clerk of the Normal and Model Schools	600 00	
Head Gardener and Keeper of the Grounds	410 00	
First Engineer	410 00	
Second Engineer	400 00	
Third Engineer	360 00	
Janitor of the Normal School	450 00	
Janitor of the Boys' Model School	420 00	
Janitor of the Girls' Model School	400 00	
Assistant Gardener	400 00	
Contingencies:—		
Half cost of Stationery and Text Books, (the other half is paid by the Students)	2,500 00	
Half cost of Maps, Apparatus and Library Books, (the other half is paid out of Library, Map and Apparatus Grant)	550 00	
Haf cost of Prize Books for Model School Pupils, (the other half is paid out of the Library, Map and Apparatus Grant)	250 00	
Text and Reference Books for Masters, and Reading Room for Students	150 00	
Printing and Stationery, Chemicals and other Supplies	500 00	
Expenses of Grounds, Plants and Plant House	600 00	
Fuel and light	1,585 00	
Water	380 00	
Contingencies	550 00	
Total		$23,965 00

To defray the expenses of the Provincial Educational Museum and Library, as follows:—	$ cts.	
Specimens of School Furniture and Fittings, Apparatus, and Maps, Text Books and Works on Education	500 00	
Various Models	200 00	
Books and Illustrations of Canadian History	200 00	
Casts, Photographs and Engravings	200 00	
Frames, Glass, Paintings and Fittings	200 00	
Binding Canadian Books and Pamphlets	500 00	
Restoring Casts, Pictures, and Re-colouring Rooms	200 00	
Fuel, Water and Light	350 00	
Printing, Furnishings and Contingencies	100 00	
Caretaker	200 00	
Total		$2,650 00

To defray the expenses of the *Journal of Education*, as follows:—	$ cts.	
Printing, Folding and Mailing 6,250 copies, at $150.00 per month	1,800 00	
Postage on 6,250 copies, at $25 per month	300 00	
Plans for School Houses and Grounds	100 00	
Engraving Plans of new School Houses in Ontario, and other illustrations	100 00	
Periodicals and contingencies	100 00	
Total		$2,400 00

To defray the expenses of providing Maps, Apparatus, Library and Prize Books		$50,000 00
To defray the expenses of the Educational Depository, as follows:—		
Salaries:—	$ cts.	
Clerk of Libraries	1,400 00	
Cashier and Assistant Clerk	800 00	
Despatch Clerk	500 00	
Clerk of Sales	365 00	
Clerk of Stores	400 00	
Clerk of Stock	365 00	
Clerk of Invoices	300 00	
Copying Clerk	200 00	
Junior Assistant Clerk	160 00	
Furnaceman and Messenger	365 00	
Contingencies:—		
Postages	450 00	
Stationery	485 00	
Fuel, Water and Light	525 00	
Printing Forms and Circulars	375 00	
Printing Catalogues	300 00	
Packing Paper, Twine, Nails, etcetera	350 00	
Shelving, Fixtures and Painting	325 00	
Furnishings and Contingencies	300 00	
Total		$7,965 00
To defray the expenses of the Education Office, as follow:—		
Salaries:—	$ cts.	
Chief Superintendent	4,000 00	
Deputy Superintendent and Editor of *Journal of Education*	2,800 00	
Chief Clerk and Accountant, Clerk to Council of Public Instruction	1,800 00	
Clerk of Statistics	1,200 00	
Clerk of Records	1,000 00	
Clerk of Correspondence	900 00	
Clerk of Reference	450 00	
Assistant Clerk of Correspondence	440 00	
Clerk of Reports and Returns	400 00	
General Assistant Clerk	350 00	
Junior Clerk	200 00	
Caretaker	500 00	
Contingencies:—		
Postages	550 00	
Printing Circulars, Blanks and Paper	600 00	
Fuel and Light	480 00	
Office Stationery and Account Books	350 00	
Books, Newspapers, Law and other Reports	185 00	
Public School Law	350 00	
15,000 yearly and half-yearly Blank Forms, for Trustees, etcetera	275 00	
Law Appeal Cases, (re-vote)	250 00	
Office Furniture and Fixtures, petty Repairs and various Incidentals	450 00	
5,750 copies of the Chief Superintendent's Report, 1874	1,000 00	
5,750 copies of Chief Superintendent's Report, 1875...	1,000 00	
Total		$19,530 00

To defray the expenses of the Council of Public Instruction, as follow:—

	$ cts.	
Travelling Expenses of Members	600 00	
Expenses of Elections	100 00	
Revising Text Books (re-vote)	1,000 00	
Assistant Clerk	550 00	
Contingencies (re-vote)	250 00	
Total		$2,500 00

To defray the expenses of the Normal School, Ottawa, as follows:—
Salaries and Contingencies for the half year $5,000 00

To defray the expenses of the School of Agriculture $8,338 00

To defray the expenses of the School of Practical Science, as follow:—

	$ cts.	
Salaries	4,000 00	
Gas	300 00	
Fuel	500 00	
Water	200 00	
Ordinary repairs and incidentals	200 00	
Housekeeper	600 00	
Total		$5,800 00

November 24th, 1874. In Committee of Supply it was,—

Resolved, That there be granted for the services of 1874,—

To defray the expenses of a Grant in aid of Agriculture, Arts, Literary and Scientific Institutions, as follow:—

For sundry services in connection with Agriculture and Arts, not otherwise provided for $2,000 00

To promote Scientific Research $500 00

To defray the expenses of Work at the School of Agriculture, as follows:—

School of Agriculture:—	$ cts.	
Library, Books, Apparatus	600 00	
Implements	1,800 00	
Artificial Manure	230 00	
Permanent Improvements	2,900 00	
Live Stock	4,000 00	
Additional Story to front of Building for twenty additional Pupils	3,000 00	
Total		$12,530 00

To defray the expenses of Repairs at the School of Practical Science 200 00

To defray the expenses of Work at the Normal School and Education Office, as follows:—
Repairs $1,500 00

To defray the expenses of Work at the Normal School, Ottawa, as follows:—
Re-vote, unexpended balance $34,000 00

To meet the expenses of the Refund Account, as follows:—
Account of contributions to Superannuated Fund, withdrawn..... $750 00

November 25th, 1874. It having been moved to be,—

Resolved, That an humble Address be presented to His Excellency the Lieutenant-Governor, praying His Excellency to cause to be laid before this House, a Return,—

1. Of all persons who have been appointed to temporary situations in the Agricultural College of Ontario, or in connection with the Model Farm at Guelph.

2. The dates of their several Appointments.

3. The Salaries agreed to be paid to the several Persons.

4. The Duties assigned to each Person.

5. The periods during which each Person held such situations.

6. The amounts paid to each of such Persons for services rendered by them, and the amount paid to any such Persons by way of gratuity on leaving their situations,

7. Copies of all Orders-in-Council appointing such Persons, with Memorandum of Instructions to them.

8. All Orders-in-Council accepting the Resignation of any such Persons.

The Honourable Attorney-General Mowat moved in amendment, seconded by the Honourable Adam Crooks, that all the words in the motion after "Council," in the eighth paragraph be struck out, and the following substituted therefor:—"accepting the resignation of any of such Persons."

9. Copy of any part of the Evidence taken by the Committee appointed in investigate the management of the said College and Farm, if there be any of such Evidence which relates to the conduct of the Government, or any Member thereof.

And the Amendment, having been put, was carried on the following division:—Yeas, 47; Nays, 22.

The original Motion, as amended, having been then put, was carried.

Moved by the Honourable Attorney-General Mowat, seconded by the Honourable Adam Crooks.

The Motion as amended, having been then put, was carried; and it was,—

Resolved, That possession of the Agricultural College was obtained in the Autumn of 1873; that the Institution was ready for the reception of Pupils in the following Spring; that the business of the Institution was at first interfered with, and its prospects of usefulness were for a time impaired by want of harmony and mutual confidence amongst its Officers, and by dissatisfaction on the part of some of the Pupils; that this condition of things passed away some months ago, and that the Institution has since that period been carried on harmoniously and efficiently; that there is no evidence, or pretence, of their being now disaffection amongst Officers, or irregularities in the conduct, or control of the Institution impairing its usefulness.

That under these circumstances, it is the opinion of this House that it is not in the interest of the Institution or of the Country, that injurious dissensions, which have passed away, should now be unnecessarily revived, or that the complaints made by, or against, Officers, or Pupils, during these former dissensions should now be unnecessarily reopened, and made matter of permanent record, through the instrumentality of a Committee of this House.

That subject to these considerations, the condition and management of the said Institution are proper subjects of enquiry, and that, therefore, a Committee for that purpose is hereby appointed with power to send for Persons and Papers, and that the said Committee do consist of Messieurs Bethune, Scott, (Peterborough), Sinclair, Hodgins and Boulter, and that, at the desire of the late Principal of the College, expressed through an Honourable Member of this House, the said Committee is further authorized to enquire into the conduct of the late Principal, and his management of the said College, and the circumstances which led to his Resignation, and to report to this House.

November 30th, 1874. The following Petition were received and read:—

Of the Trustees of Queen's College, Kingston, praying that an Act may pass to Amend their Act of incorporation.

December 1st, 1874. Mr. H. M. Deroche, from the Committee on Standing Orders, presented their Fourth Report, which was read as follows:—

Your Committee, having examined the following Petitions, find that the Rules of the House have been complied with:—

Of the Ontario Ladies' College, praying that an Act may pass to increase their Board of Directors.

Of the Trustees of Queen's College, Kingston, praying that an Act may pass to Amend the Charter of Queen's College.

The following Bill was introduced and read the first time:—

Bill, (No. 44), intituled: "An Act to Incorporate the Ontario Ladies' College,"—Mr. A. Farewell.

December 2nd, 1874. The following Petition were received and read:—

Of the Victoria College, Cobourg, praying that an Act may pass to Amend their Act of Incorporation.

The following Bill was introduced, and read the first time:—

Bill, (Number 56), intituled: "An Act respecting Queen's College, Kingston."—Mr. James Bethune. (It was referred to the Commissioners of Estate Bills.)

December 3rd, 1874. The following Bill was introduced, and read the first time:—

Bill, (Number 69), intituled: "An Act to Amend the Acts consolidating the debt of the Town of Peterborough, and to make further and better provision for the relief of the supporters of the Roman Catholic Separate School in the Town of Peterborough, in the matter of the Union School indebtedness of the said Town."—Mr. T. Scott. (It was referred to the Committee on Private Bills.)

December 4th, 1874. The following Petition was received and read:—

Of the Ottawa Ladies' College, praying that an Act may pass to Amend their Act of Incorporation.

December 7th, 1874. Mr. H. M. Deroche, from the Committee on Standing Orders, presented their Eighth Report which was read as follows:—

The Committee having examined the following Petition, find that the Rules of the House have been complied with.

Of the Managers of the Ottawa Ladies' College, praying that An Act may pass to Amend their Act of Incorporation.

The following Bill was introduced, and read the first time:—

Bill, (Number 81), intituled: "An Act further to Amend the Act to Incorporate the Ottawa Ladies' College."—Mr. D. J. O'Donoghue. (It was referred to the Committee on Private Bills.)

December 8th, 1874. Mr. W. Barber from the Committee on Standing Orders, presented their Ninth Report which was read as follows:—

The Committee having examined the following Petition, find that the Rules of the House have been complied with.

Of the Victoria College, Cobourg, praying that an Act may pass to Amend their Act of Incorporation.

The following Bill was introduced, and read the first time:—

Bill, (Number 88), intituled: "An Act to consolidate and amend the Acts incorporating Victoria College Cobourg."—Mr. C. Gifford. (It was referred to the Committee on Private Bills.)

December 9th, 1874. On motion of Mr. James Bethune, seconded by Mr. Adam Crooks,

Ordered, That Bill, (Number 56), Respecting Queen's College, Kingston, and Bill, (Number 58), do stand referred to the Standing Committee on Private Bills.

December 13th, 1874. The Honourable S. C. Fraser, from the Standing Committee on Private Bills, presented their Seventh Report which was read as follows:—The Committee have considered the following Bill, and have prepared certain amendments thereto respectively:—

Bill, (Number 81), To further Amend the Act to Incorporate the Ottawa Ladies' College.

December 15th, 1874. The House resolved itself into a Committee to consider the following Bill:—

Bill, (Number 81), To further Amend the Act to Incorporate the Ottawa Ladies' College.

December 16th, 1874. The following Petition was received and read:—

Of Mr. Douglas Brymner and others, of Ottawa; also of Mr. T. A. McLean and others of Toronto, severally praying that the Bills respecting Queen's College, Kingston, and the Presbyterian Union may not pass.

The Honourable S. C. Fraser, from the Standing Committee on Private Bills, presented their Ninth Report which was read as follows:—The Committee have considered the following Bills, and have prepared certain amendments thereto respectively:—

Bill, (Number 88), To Consolidate and Amend the Acts Incorporating Victoria College at Cobourg.

Bill, (Number 56), Respecting Queen's College at Kingston.

Ordered, That the Fees on the following Bill be remitted, less the actual cost of printing:—

Bill, (Number 88), Victoria College, Cobourg.

The following Bills were severally read the second time:—

Bill, (Number 88), To Consolidate and Amend the Act Incorporating Victoria College, at Cobourg. It was referred to a Committee of the whole House To-morrow.

Bill, (Number 56), Respecting Queen's College, Kingston. It was referred to a Committee of the whole House To-morrow.

December 17th, 1874. Ordered, That the Fees, less the actual cost of printing, be submitted on the following Bill:—

Bill, (Number 56), Relating to Queen's College, Kingston.

The Honourable Archibald McKellar presented to the House, by command of His Excellency the Lieutenant-Governor:—

The Annual Report of the Normal, Model, High and Public Schools of Ontario for the year 1873.

The House resolved itself into a Committee to consider the following Bill:—

Bill, (Number 56), Respecting Queen's College at Kingston.

December 19th, 1874. The Printing Committee recommend that the following Document be printed:—Return relating to the Agricultural College.

The Committee also recommend that five hundred copies of the proceedings of the Select Committee on the Agricultural College enquiry be printed separately for circulation.

Mr. James Bethune, from the Select Committee, to whom was referred the inquiry into the condition and management of the Agricultural College at Guelph, also into the conduct of the late Principal, and his management of the said College, presented their Report, which was read as follows:—

That, from the Evidence adduced, including the Evidence of Professor McCandless, it appears that injurious dissensions and dissatisfaction occurred in the said Institution, while it was under the management of the said Professor McCandless.

That, in the opinion of this Committee, the Government was fully justified, on the facts disclosed, in dispensing with the services of Professor McCandless as Principal of the said Institution.

That, in the opinion of this Committee, the present condition and management of the said College are satisfactory.

December 21st, 1874. His Honour John Crawford, Lieutenant-Governor of the Province of Ontario, being seated on the Throne.

The Clerk Assistant read the Titles of the several Bills to be assented to, as follows:—

An Act to Amend the Act Consolidating the debt of the Town of Peterborough, and to make further and better provisions for the relief of the Supporters of the Roman Catholic Separate School in the said Town of Peterborough, in the matter of the Union School indebtedness of the said Town.

An Act to further Amend the Act to Incorporate the Ottawa Ladies' College.

An Act respecting Queen's College, at Kingston.

An Act to Consolidate and Amend the Acts Incorporating Victoria College at Cobourg.

CHAPTER XV.

EDUCATIONAL ACTS PASSED BY THE HOUSE OF ASSEMBLY OF ONTARIO, 1874.

NOTE. The Acts relating to Victoria and Queen's Colleges are included in the Chapter on Proceedings of the Churches on University Matters.

38TH VICTORIA, CHAPTER LXXXVIII.

AN ACT TO FURTHER AMEND THE ACT TO INCORPORATE THE OTTAWA LADIES' COLLEGE.

Received the Royal Assent, on the 21st of December, 1874.

Preamble.

Whereas the Managers of the Ottawa Ladies' College have, by their Petition represented that they desire further to amend their Act of Incorporation, being an Act passed by the Legislature of Ontario in the Thirty-third year of her Majesty's Reign, intituled: "An Act to incorporate the Ottawa Ladies' College," to empower them to increase the Capital Stock of said Corporation; to make Preferential Stock; to forfeit Shares on which Calls may not be paid; to grant Degrees, and otherwise to amend the said Act of incorporation; and that the said amendments will be greatly advantageous to the said Institution, and will enable the Petitioners to extend its usefulness; and and have prayed that the said Act of Incorporation should be amended accordingly, and it is expedient to grant such prayer:

Therefore Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province Ontario, enacts as follows:

33 Victoria, chapter 54, section 21, repealed.

1. Section Twenty-one of the said Act of Incorporation is hereby repealed and the following substituted therefor:

Power to increase stock.

2.—(1) The Managers, if they see fit at any time, after Thirty thousand dollars of the Capital Stock may have been subscribed for, may make a By-law for increasing the Capital Stock to the amount of One hundred and fifty thousand dollars, and the said Managers shall have power by such, or any subsequent, By-law, to declare and make any number of the Shares of such Capital Stock unsubscribed for at the time of making such, or any subsequent, By-law Preferential Stock, upon such terms and conditions and with such advantages to the Subscribers and Holders of such Preferential Stock over the Capital Stock subscribed for at the time of making such, or any subsequent By-law, and with such provisions as to the manner in which any of said Stock, Preferential, or otherwise, shall be allotted, or vesting the control of such allotment in the Managers as the

To make preferential stock.

said Managers shall see fit; or the said Managers may be empowered by such By-law to sell, or dispose of all, or any part, of the unsubscribed Stock at such rate of premium, or discount, as shall approximate it in value to the market value of the Capital Stock subscribed for and paid up at the time of making such By-law. Provided, such By-law shall have no force, or effect, whatsoever until it shall have been sanctioned by a vote of not less than one-half in amount of all the Stockholders at a General, or Special General Meeting of the Corporation duly called for the purpose of considering such By-law.

Unsubscribed stock.

Proviso.

Forfeiture of unpaid stock.

2. If any Call made upon any Share, or Shares, of the Capital Stock of the said Corporation be not paid within such time as may be appointed by the Managers in that behalf, the Managers, in their discretion, by Resolution to that effect, reciting the facts, and the same being duly recorded in their Minutes, may summarily forfeit any Share, or Shares, whereon such payment is not made, and the same shall thereupon become the property of the Corporation, and may be disposed of as by By-law the said Managers shall ordain.

33 Victoria, chapter 54, section 1, amended.

3. Section one of the said Act of incorporation is hereby amended by striking out the word "and," in the twenty-sixth line thereof, and by inserting after the word "literature," in the said twenty-sixth line of the said Section, the words "and art."

Section 5 amended.

4. Section Five of the said Act of Incorporation is hereby amended by inserting after the word "Science," in the sixth line of said Section the words: "and the Arts."

Diplomas.

5. The College may grant to Students under its charge Diplomas, or honorary Testimonials in such form as it may designate.

CHAPTER XVI.

REPORT OF THE INSPECTORS ON THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES OF ONTARIO FOR 1874:

ALSO SUGGESTIONS IN REGARD TO THESE HIGH SCHOOLS AND COLLEGIATE INSTITUTES, WITH A BRIEF NOTICE OF PUBLIC AND SEPARATE SCHOOLS, FOR THE YEAR 1874, BY JAMES A. McLELLAN, LL.D., J. M. BUCHAN, M.A., AND S. ARTHUR MARLING, M.A., INSPECTORS OF HIGH SCHOOLS.

Having already placed in your hands minute detailed Reports of our several visits of Inspection during 1874, we have now the honour to submit some observations on the condition of the High Schools generally, and on the working of this portion of the Provincial Educational System, considered in its relations to the Public School and to the University.

For some years the Grammar, or High, Schools of Ontario were subjected to a trying ordeal. Their number had increased concurrently with the remarkable progress of the Country, from 65 in 1855, to 104 in 1865, *i.e.*, 60 per cent. A mania for establishing Grammar Schools appeared to have set in. In proof of the inconsiderate haste with which, in many instances, they were founded, it need only be stated that eight of these new Schools, together with seven which sprang into existence during the previous decade, have, since 1865, either perished of sheer inanition, or received notice that, inasmuch as they are not doing, or likely to do, any proper High School work, the Legislative aid will be withdrawn. Never really needed, they should never have existed. The frequent changes of the School Law and Regulations were most per-

plexing to the Teachers, while the principal evils which afflicted them still remained. The caustic remarks of the then Inspectors on the palpable shortcomings of the Schools added to the discomfort of all connected with them, compelled as they were to acknowledge the justice of the criticisms, yet helpless, and hopeless of help from any quarter. It was the story of Sisyphus over again. "The Grammar Schools are for a class," it was said, "not for the people. What do we want with Latin and Greek?" Thanks to recent legislation, supported by the enlightened measures of the Council of Public Instruction, the tide seems at last to have turned. The Dark Ages of the High School history are being rapidly lit up with the dawn of the new order of things.

The High Schools are now acquiring a more popular character. The jealously, once so common, between them and the Public Schools, is now, not altogether extinct in some places, but still comparatively rare. Each is seen to benefit by the progress of the other. They are becoming Free Schools. Of the 106 High Schools of the Province, 81 require no Fees whatever from their Pupils; the charges in the others vary from $6 to 75c. per Quarter, or Term, the average amount being only $2.70. By adopting the judicious system of options, recently sanctioned by the Council of Public Instruction, the multifarious educational needs of our mixed society, will, it is expected, be, as far as possible, met and satisfied. A stream of newly-oxygenated blood has begun to flow through the arteries of the body scholastic, which must, ere long, impart a measure of life to the remotest extremity. The checks imposed by Law on the undue multiplication of High Schools are acknowledged to be most salutary; for, while growing Towns like Almonte, Aylmer, Clinton, Mitchell, and others, important centres of trade and population, find no difficulty in supplying their wants in respect of higher education, the Provincial Fund is protected from being frittered away on a class of Schools that were too long the reproach of the land.

Special Functions and Advantages of the High Schools.

The enlarged powers conferred on High School Boards by recent legislation are, in general, and when not cramped by the illiberality of Municipal Councils, (to be referred to in a subsequent part of this Report), judiciously exercised. We attach much importance to the popularizing of these Schools, which is greatly aided by the reduced costliness of them to Parents. Once let the public mind be seized of the fact that their function is to impart a broad and solid English education, such as all classes require, and not merely to educate the children of the wealthier for the learned professions, and there can be little doubt that they will speedily become, as in many cases they are already, the People's Colleges. Their chief aim we consider ought to be, not the training of a select band of intellectual athletes for University distinctions, however desirable and important, but to crown the work of the Public School, by imparting a wider culture, training the awakened intellect, stimulating and instructing the faculties of observation and reasoning; and, by infusing such tastes as benefit people who claim to be intelligent and free, to enable them to promote the intellectual progress of the new Dominion, and to extend the range of topics which they care about, beyond money-making, personal gossip, religious controversies, and ephemeral politics. This aim some at least of the High Schools are realizing tolerably well. Another valuable service which they perform is the preparation of young persons for the examinations for Teachers' Certificates of Qualification; in this respect they are in a position to do a work for which other Schools are not so well adapted.

While we do not question the merits of private establishments, or of those important educational Corporations founded by the zeal and liberality of the various Religious Bodies, it will generally be acknowledged that the Provincial Schools possess the following specially valuable characteristics.

(1) The small cost of the education they impart brings them within the reach of all.

(2) The revised Programme of Studies about to be introduced by the Council of Public Instruction, renders the course of instruction available for all.

(3) The provision for a sufficient supply of competent Teachers, ensures, as far as possible, that the work undertaken under the revised Curriculum will be performed.

(4) The Entrance Examination excludes many who otherwise would hinder the progress of duly qualified Pupils.

(5) The publicity attending the Examinations, and the systematic inspection and supervision to which the Schools are subject, guarantee, at least to a considerable extent, the quality of their work.

(6) Being the Schools of the people, they have a claim upon the support of the community, apart from considerations of class, or sect.

(7) The High Schools, which do their duty properly, have the advantage which always belongs to an assured and public position. Their Masters rank in social estimation as Public Officers, and have the independence and dignity of a public responsibility. The Schools seem to be in the service of the Country, which is in itself an honour. Not a few of our High Schools have an honourable history attached to them, which acts powerfully on the imagination of the Pupils, and has, or should have, an elevating and refining effect upon their characters. They seem to be in a fair way to realize the ideal pictured by Her Majesty's Commissioners in England. Speaking of the English Grammar Schools under the supposed new conditions they say:—"A well-organized system of Grammar Schools . . . would spread its net to catch Boys who want a Commercial Education, and, having caught them, would, while it gave them what they needed, by a process of natural selection, keep for the higher learning all who were fit for it. It would bring every Boy of capacity by the age of fourteen, or so, into contact with the mind of a scholar, and familiarize him with the prospect of an intellectual career. Such a system would find no small class of Parents eager to avail themselves of it; and, once inaugurated, it would, by its own operation, perpetually augment this class. Not only would it by degrees create a taste for Science and Literature in our large Towns, (where there might be plenty of leisure for it, if only there were the will); it would constantly be increasing the demand for Schoolmasters of high University Degrees, and thus be giving to the scholastic career more of the material encouragement which it at present lacks."

Prospective Features of Progress in the High Schools.

The education of a people is not achieved in a generation; and the working out of the problem of what system of education is best adapted to the people of Ontario has not been unattended with discouraging failures. We cannot say that, in all cases, empirical teaching has been supplanted by scientific teaching in the High Schools; but that improvement is the order of the day is manifest. It may not be irrelevant, in this annual summary, to indicate some existing symptoms of a change for the better.

(*a*) *Qualified Pupils.*—It is now comparatively rare to meet with any considerable body of Pupils in the High Schools who have not been regularly admitted to them. The best Masters, almost without exception, are glad to be supported by law in declining to receive young children whom pique, partiality, or excess of zeal, on the part of Parents might otherwise remove prematurely from the Elementary Schools. Duly qualified Pupils, presenting themselves in the intervals of the Entrance Examinations, are permitted, with the Inspector's sanction and the approval of the Education Department, to join the High School Classes on undertaking to appear at the next ensuing Examination for admission.

(*b*) *Improved Accommodation.*—Great improvement is manifest in respect to the accommodation provided for the High Schools. Not fewer than fourteen new School-houses, some of them, (*e.g.*, that for the Collegiate Institute at Ottawa), of a very costly and elaborate description, are in course of erection. Of the rest, twenty may be ranked as excellent; 21, fair; twenty-two, passable; while twenty-nine must be considered bad,—not that the majority, even of these, do not permit the work of the

Schools to be carried on with some degree of comfort and decency,—but because the Regulations are not duly observed. To illustrate: (*a*) The High School may be held in a Room of the Public School Building without a separate Room for the Assistant; or, (*b*) the number of Pupils may be far too great for the space allotted to them; or, (*c*) the School may be held in a Room of an unsuitable Building, as a private Dwelling House, or Orange Lodge-room, the basement of a Town-hall, or the Town-hall itself. The important Village of Pembroke is still satisfied that the *habitat* of its High School shall be a diminutive apartment on the second flat of a small Store, in which it were idle to suppose that the work could be comfortably, or satisfactorily, done We are justified, however, in expecting that, in the great majority of cases the evils here noted will be, ere long, greatly mitigated, if not wholly removed. It is to be regretted that so little care is taken, in general, to keep the School Grounds in proper order. Not more than seven Schools out of the entire number can claim any favourable notice in this respect. Simcoe retains the pre-eminence she has long enjoyed for the beauty and order of the Grounds attached to her High and Public Schools. Too frequently is the eye pained by the sight of broken Fences and Windows, Corridors and Ante-rooms, defaced with dirt and scribbling, while the approaches to the Building are over vast stretches of mire indescribable, the remedial aid of Mat and Scraper being studiously rejected. Hats and Cloaks sometimes lack due provision, and the Window-sills, desks, or Chairs, are decorated with them. The majority of the Schools receive fair attention in the matter of sweeping; but dust on the Desks, and accumulated grime on the Walls are, not seldom, allowed to offend the eye of the Visitor. We draw attention to these subordinate, but still important, items in the æsthetics of the School-house, that Trustees and Masters may be induced to give the matter the attention it deserves.

The Schools are, for the most part, fairly supplied with that essential to good teaching, the Black-board; few Masters omit to exercise their Pupils thereat, some in a very interesting and lively style. A pleasing feature in some Schools is the Tablet, whereon are inscribed the names of pupils who have gained Academic distinctions, whose memory is thus perpetuated, and their example silently held up as an ever-present incentive to emulation. Gymnastics and Drill, so much in favour a few years ago, appear to have become almost obsolete. This is a great evil; it is to be hoped that the training of the physical powers will not be forgotten in the general improvement which is taking place in other respects; and it is well worthy of consideration whether the Provincial Government might not do well to make some special provision for the encouragement of physical training in all classes of Public Schools.

Three Union Schools, Lindsay, Oakville, and Whitby, deserve honourable mention as cultivating the study and practice of instrumental Music. A valuable piano, in a Room devoted to the purpose, furnishes the necessary facilities, and the subject is taught in each of these Schools, by a Teacher specially engaged.

(*c*) *Increase of Written Examinations.*—The Entrance Examinations as now conducted, have promoted the periodical written testing of work in the High Schools to an extent once not dreamt of. It is difficult to overestimate the value of this in giving accuracy and precision to thought and expression. It affords, also, a trustworthy means of comparing the attainments of the Pupils, and preparing them for future examinations of a more advanced character. The beneficial effect of the practice is peculiarly manifest in the improved character of the written exercises performed at the inspections, and the Masters in general bear willing tstimony to its value in their School work. Still more noteworthy is the adoption of the system in the Public Schools. It is not too much to say that the style of Candidates' Entrance Papers, as to Writing, Spelling, phraseology, and Composition, has, in many places, undergone a thorough transformation within the last two years. Much, it is true, remains to be done in this respect; but the results, up to the present, indicate that the Schools are in the right track.

Various Methods of Teaching in the High Schools Discussed.

Of the one hundred and six Head Masters of High Schools in 1874, all but six held Degrees from some British, or Canadian, University. Six possessed Certificates of Qualification from a former licensing Board. Of the Graduates, several received a Normal School training; but our statistics are not sufficiently full on this point to enable us to say what proportion of the Head Masters have been educated as Teachers. Some of those most successful have received no special professional training. Their observation and practice in the School-room have made them what they are. Those, again, who have had previous practice in a Public School, bring special advantages to their work. We are deeply impressed with the laborious and conscientious efforts which the Head Masters, as a body, are making to discharge their onerous duties. Among them are not a few of highly-cultivated intelligence, of practical skill in teaching, of marked tact in managing the scholastic microcosm, of zeal in their work, of unwearied patience,—men, in fine, who have a high ideal of the School-master's profession, and are steadily working towards it. A visit to such a Master's School is looked forward to with pleasure by the Inspector. He is welcomed there as a friend; the examination of the classes is to him rather a recreation than a task; the sympathetic response, the quick, acute, disciplined intelligence, the interested manner, the anxiety to please and to be informed, the respectful, yet unembarrassed demeanour,—all these we have repeatedly witnessed among the Boys and Girls at our High Schools, and in them have been discerned the highest proofs that they were under the care of a workman that needed not to be ashamed. We would state our conviction that there is in the High Schools of Ontario at this moment a larger amount of trained teaching power, skilfully directed, than at any former period of our history; and we consider the fact to be a very auspicious one. Of course, the reverse of the picture is occasionally presented. "How to teach" has sometimes been forgotten in the Teacher's preparations. The sleepy, the ill-educated, the indifferent, are not altogether banished from the ranks; but they are very few, and very far between.

The rule that requires of Candidates for Head-masterships, in addition to a University Degree, some acquaintance with the Art of Teaching, is likely to be very salutary. We shall have occasion to refer hereafter to the desirability of some special training, in general, for Assistant Teachers; the following remarks, by a well known Writer on education, although familiar enough to many, may well be borne in mind by all aspirants to the Teacher's Chair:—

"A course of professional instruction would necessarily direct a man's attention to the relative importance of different subjects as instruments of education. That the Eye and Hand require training by Drawing and Writing, that the faculties of observation may be quickened by the study of certain Natural Phenomena; that some studies are best calculated to fasten the attention; that others are best fitted to improve the reasoning power; that others furnish the best food for the memory, or for the imagination, that there are right ways and wrong ways of questioning; that there are stages of progress at which a learner needs explanation, and others at which all explanation is impertinent and superfluous:—all these are considerations which, if brought before a Teacher, and made in turn the subject of serious study, would give him some notion of the objects to be kept in view in his profession, and so would save him from many mistakes. To a man so taught, two questions would arise in connection with every branch of his Curriculum what direct practical purpose do I hope to serve by this teaching? and what indirect mental effect will it produce? The education of a youth depends not only on what he learns, but on how he learns it; and some power of the mind is being daily improved, or injured, by the methods which are adopted in teaching him."

Necessity for the Increased Qualifications of Assistant Teachers in High Schools.

While most of the School authorities are making honest efforts to comply with the Law in regard to Assistant Teachers, not a few cases have come under our notice where the desire to save money has induced neglect, or evasion, of it. Exceptional circumstances have moved you, Sir, after enquiry into the facts, to relax the rule; such

cases will occur again; notwithstanding, it should be understood that the rule will be rigidly enforced, unless satisfactory reasons, duly attested, be given for its suspension. Justice to the other Schools demands this.

We append a statement exhibiting the sources from which the Certificates of Qualification of the Assistants in the High Schools are derived. It will be found suggestive.

23 Males,	4 Females, hold 1st Class Normal School Certificates.
7 Males,	3 Females, hold 2nd Class Normal School Certificates.
5 Males,	2 Females, hold 1st Class County Board Certificates.
18 Males	6 Females, hold 2nd Class County Board Certificates.
2 Males,	hold 3rd Class County Board Certificates.
14 Males,	are Undergraduates of a University.
27 Males,	are Undergraduates, (including several Medallists).
Total 96 Males,	15 Females.

Not fewer than twenty-three High Schools were without a legally qualified Assistant Teacher during one, or both, half-years in 1874; owing, however, to the steps taken by the Education Department, some of these have since complied with the Law; the others have been permitted, in view of special circumstances, to substitute a Monitor, for the year 1875. In two cases, permission to employ an uncertificated Teacher was granted by the Department. One Gentleman was engaged as Assistant on the strength of a Certificate from the Royal Institution of Great Britain. In six Union Schools, the Teacher of one of the Public School departments was employed for a portion of each day with classes in the High School. This arrangement has often been condemned, and may be pronounced, in nearly all cases, highly objectionable; the reasons are obvious, and it is needless to dwell upon them. This practice has since ceased almost altogether.

Two significant facts are worth mentioning in connection with this subject: (1) the first men in the honour-lists at the recent Matriculations of the University were High School Assistant-Teachers, and two of them were also distinguished *élèves* of the Normal School. (2) Teachers who have obtained a Normal School Certificate are finding in the High Schools at once profitable employment, and an opportunity of preparing themselves for the University.

The volume of teaching power exhibited in the above Table has not been brought to bear upon the High Schools without marked effect. Several Assistants are ornaments to their profession. Among the untrained and inexperienced Teachers there is of course every variety of style and method. A great desideratum for this class is a special course of training, wherein they would acquire, not only ample and accurate knowledge of the subjects to be taught, but also (*a*) an insight into the special claims of each of these subjects, both in its practical uses and in its individual influence on the habits and growth of the learner's mind; and (*b*), a practical acquaintance with the best methods of imparting knowledge, of illustrating lessons and questioning on them, and of maintaining discipline and securing attention in a Class. A Schoolmaster's Certificate might certify the Student's proficiency, to borrow a term from the Medical Profession), in educational clinics. In the absence of any special Training College, or Chair of Pedagogy in the University, we would suggest that, as so many men are pursuing a Collegiate Course with a view to becoming High School Masters, it would be well for the Government to establish a Lectureship in Education. It would not, we think, be difficult, if proper encouragement were given, to secure the services of several experienced and skilled Educationists, one of whom might deliver a short course of Lectures on the above subjects during each Session of College.

F. Higher and Lower Salaries given to Masters and Teachers.

The highest salary paid to a Head Master in 1874, was	$1,800
The lowest salary paid to a Head Master in 1874 was	600
The highest salary paid to a (male) Assistant Teacher in 1874, was	1,300
The lowest salary paid to a (male) Assistant Teacher in 1874, was	400
The highest salary paid to a (female) Assistant Teacher in 1874, was	600
The lowest salary paid to a (female) Assistant Teacher in 1874, was	200
The average salary paid to a Head Master in 1874, was	930
The average salary paid to a Head Master in 1864, was	691
Increase	$239, or

thirty-five per cent.

The average salary paid to a male Assistant in 1874, was	$664
The average salary paid to a male Assistant in 1864, was	362
Increase	$302, or

eighty-four per cent.

The average salary paid to a female Assistant in 1874 was $416

It will thus be seen that the average salary of the male Assistant of to-day is only $27 less than that of a Head Master 10 years ago; while the female Assistant of to-day can command, on an average, $54 more than the male Assistant of 1864.

To those who have observed how surely in educational not less than in commercial matters the rise of price is the measure of the enhanced value of an article in public estimation, these figures are more expressive than words.

We are decidedly of opinion that a High School which does not pay its Head Master more than $600 per annum does not deserve to live. The names of the Schools in this category in 1874 are Streetsville, Oakwood, Scotland, Metcalfe, and L'Orignal. Of these, L'Orignal has since been closed. Some six Schools were recommended by us to be withdrawn from the list of those receiving Legislative aid in July, 1875. There are several others whose day of probation is drawing to a close.

Manifest Improvement in Teaching Mathematics in the High Schools.

Perhaps in no department of High School work has more manifest improvement been made than in the Mathematical. It is not uncommon now to meet Pupils who have an intelligent apprehension of mathematical principles, and much readiness in applying them. That bondage to the Text-book, and that mechanical and hap-hazard style of solution, so often condemned in former Reports, which were formerly the rule, rather than the exception, are now being rapidly banished to the fifth and sixth rate Schools, where they still flourish.

In the better Schools, Geometry is now taught in a style that leaves little to be desired. Care is taken that each step in the process shall be fully explained, and the principles of the Text-book are illustrated by appropriate exercises. Occasionally we find that Boys are pushed on too fast and too far, without thoroughly comprehending the earlier parts of it, and that too much time is given to the mere text. It is trite to say that if Geometry be a most valuable instrument of mental discipline when thoroughly understood by the learner, its value is absolutely reduced to nothing, if the apprehension of it be hazy, or loose.

Many of our High School Pupils, both male and female, are well advanced in Algebra and Arithmetic; the first and Second Class Teachers' Examination Papers are found to serve a very useful purpose in these subjects, and few Schools are without copies of them.

H. PROGRESS IN THE TEACHING OF CLASSICS GREATLY IMPROVED.

Greek.—The year shows, on the whole, a respectable amount of progress in this department. The higher limit is necessarily fixed by the Curriculum for Matriculation at the Universities; and the number of subjects required to be taught in the High Schools is such as to deter, in general, any but those who have a University career in view from prosecuting the study of Greek to any considerable extent. The majority of the Schools, however, have one or more Classes in the subject, and pains are taken that the work, so far as it goes, shall be thorough. Among those reading for honours are to be found a respectable number who give favourable promise of becoming sound Greek scholars, and who display a correctness of translation and a familiarity with grammatical forms which testify to the solidity of the ground work. The annals of the Matriculations furnish incontestable proofs that, in not a few of our unpretending High Schools, scholars are to be found, capable of competing successfully with the *élite* of the older and more fully equipped foundations. We cannot, however, avoid saying that there is a class whose ambition appears to be confined to passing with the smallest modicum of attainment imaginable. The usual practice with such appears to be to plunge at once from Harkness's Introductory Book, with the small amount of Grammar furnished by it, into Lucian, and with the effect that might be anticipated. A "crib" is procured, and the translation committed to memory. The chapter of accidents is trusted to for the neophyte's lightning on a recognizable passage, and the easy temper of the Examiner for his escaping with an almost total ignorance of the Grammar. If some good Greek Exercise Book, (Arnold's for example), were used concurrently with the Grammar and translation, a vast improvement would, we think, be effected. It is to be regretted that occasional changes are not made in the subjects prescribed for Matriculation, as in the London University. Many Masters have expressed the weariness which is induced by the reiteration, for ten years together, of the familiar lessons in Lucian and Xenophon.

Latin.—Improved methods of teaching this branch are very noticeable. Here, again, however we would urge that more diligent attention be given to composition in Latin, which alone can secure to the learner that perfect familiarity with the rules of construction and that readiness of employing them, which are essential to solid and accurate linguistic acquirements. Those familiar with the system so much in vogue in the Scottish Grammar Schools of writing "versions," as they are called, or passages to be done into Latin, along with each Lesson from the Latin Author, will know what interest and intelligence the practice brings to the study. Our Pupils write exercises, it is true; but the exact rendering of idiom for idiom, the nice discrimination of shades of difference in synonyms and phrases, the incessant drill in inflexional forms, the logical analysis of sentences, the philosophic handling of Syntax, the extraction of the aroma of a passage by a close and yet elegant translation,—all these which make the statuesque languages of Greece and Rome such invaluable instruments of education, and the ingenuous youth an enthusiast at his task, are too often either ignored amongst us, or valued just in proportion as they may be made to "pay" at an examination. Knowledge, culture, taste, for their own sake, not for what they will bring in to their possessor in the shape of Scholarships, Medals, or professional advancement,—is the idea with which we do not despair of seeing these studies prosecuted more generally in our superior Schools, and without which they cannot be expected to be of much real or permanent benefit. The detailed reports in your hands will have furnished you with instances of the faults referred to above. They will also have invited your attention to the diligence and care with which so many of our Teachers are seeking to cultivate the "more excellent way."

THE DISCIPLINE IN HIGH SCHOOLS IS FAIRLY SATISFACTORY.

For the most part the Discipline of the High Schools is satisfactory, or fairly so. Insubordination is very rare; and a good feeling manifestly exists, in general, between

Masters and Pupils. Occasionally, in consequence of the School being the only place of gathering within doors, a good deal more noise and rough play are permitted than is desirable, while the Pupils are, in some few instances, uncouth and disorderly in their style of entering and leaving the School Room. These, however, are exceptional cases, and for the most part ascribable to the character of the Building which seems to invite such tokens of disrespect. Conspicuous for the neatness and completeness of all the appointments and for the admirable order which pervades the whole, may be mentioned the High Schools of Port Perry, Whitby, Belleville, and Simcoe, and the Collegiate Institutes of Toronto, Peterboro, Hamilton, and Galt. To spend twenty-five hours a week in such elegant and well appointed temples of learning is of itself no mean advantage towards the formation of refined habit, taste, and character.

"The general discipline of the School-room," it has been well said, "depends wholly on the personal character of the Master, and on the influence which he exerts. The most striking examples of good order occur in Schools where the intellectual work is of the highest quality. There it is always maintained with the least display of the mechanism of government, and with the smallest self-assertion, or fuss. Serious and well-directed work is the best safeguard for the moral tone of a School, and enables a Teacher to dispense with many of the precautions which become necessary in ill-taught Schools."

Value of Payment by Results, and Desirability of a Revised Programme.

As our views on the proper method of carrying into effect the principle of Payment by Results have been fully embodied in the scheme recently adopted by the Council of Public Instruction, we think it advisable simply to reproduce it here. Since its adoption we have not been led to think that any material alteration in its provisions would be desirable, but we are of opinion that it would be better to still further simplify the Programme for the Lower School by transferring the subjects of Botany and Physiology from its Curriculum to that of the Upper School. The subjects of Natural Philosophy, Chemistry, and Book-keeping would then be combined in one group, and an option would be permitted between, (*i*). Latin, (*ii*), French, (*iii*), German, and (*iv*), Natural Philosophy, Chemistry and Book-keeping. We have drawn up and now subjoin and recommend, a new Programme for the High Schools, adapted to the scheme for "payment by results." It will be observed that we have omitted Zoology and some other subjects from the Programme. We have done so, not because we under-rate their interest and importance, but because there are practical difficulties in the way of teaching them in the High Schools, and because we do not wish to overload a Programme already sufficiently heavily freighted.

The Suggestions of the High School Inspectors on Payment by Results.

(*Considered and approved by the Council of Public Instruction in May, 1875.*)

For applying the principle of "Payment by Results" to Collegiate Institutes and High Schools, under the authority of the following Section of the High School Act:—

"66. The High School Grant shall be exclusively applied in aid of High Schools and Collegiate Institutes conducted according to law, and shall be apportioned to each High School and Collegiate Institute, upon the basis, as compared with other High Schools and Collegiate Institutes, of the length of time each such High School, or Collegiate Institute, is kept open, of the daily average attendance of Pupils at such High School, or Collegiate Institute, and of their proficiency in the various branches of Study named in the Programme of Studies and General Regulations prescribed according to law for High Schools and Collegiate Institutes."

LETTER TO THE CHIEF SUPERINTENDENT OF EDUCATION ON "PAYMENT BY RESULTS."

Having carefully considered the Resolutions of the Council of Public Instruction communicated to us in your Letter of the 8th of February,* we have the honour to lay before you the results of our deliberations on the important questions submitted for our consideration.

After a thorough discussion of the various methods that have been proposed to give effect to the law on this point, we venture to submit a scheme which, combining the advantages of several of those hitherto suggested, will, we are convinced, prove at once practicable and effective. We propose that the Legislative Grant for High Schools be distributed as follows:—

I. A part in the payment of a fixed allowance to each School, as at present, in order that the smaller Schools may be assured of a certain degree of stability.

II. A part on the basis of average attendance: that each School receive, per unit of average attendance, a sum equal to what is paid per average unit of attendance to the Public Schools.

III. A part on the results of Inspection—that the sum (say) of Ten thousand dollars be distributed among the Schools according to their efficiency, as determined by the Report of the High School Inspectors.

IV. A part on the "results" of a uniform written Examination in the subjects of the Second Form work, as at present prescribed.

There is already a Primary, or Entranee, Examination; the one now proposed assumes that Pupils have completed half of the High School Curriculum; it may, accordingly, be conveniently termed the "Intermediate" Examination.

As this solution of a most important problem has not hitherto been placed before you in its entirety, we shall make a few observations on each of these heads, in order to present the essential features of the scheme in as clear a light as possible.

I. It is proposed that the present fixed allowance of $400 to each School be continued. We have already recommended the closing of a few Schools that are never likely to do High School work; but with these exceptions it seems desirable that the remaining Schools should be assured of a certain degree of stability. Accordingly, by the plan we submit—

(1) No existing School is threatened with extinction, nor is the position of any School even weakened. On the contrary,

(2) Not only are the existing interests of the smaller Schools carefully protected, but the position of such Schools may be largely improved, since it is plain that, in addition to the present minimum allowance,

(*a*) Every School must receive something from that portion of the Legislative Grant which it is proposed to distribute on the basis of average attendance.

(*b*) Every School that does its work well, whether that work pertain to the lower or to the higher Forms, will receive an additional sum from that part of the Grant which it is proposed to distribute on the results of Inspection.

(*c*) Every High School worthy of the name will be able to do some *bona fide* High School work, and according to the amount of such work honestly done, it will receive an additional allowance from that part of the Grant which it is proposed to distribute on the results of the "Intermediate" Examination.

* Extract from a Report of a Committee, adopted by the Council of Public Instruction February, 1875:—

1. That with respect to the recommendation of the High School Inspectors, as to the payment of the grant to the Schools on the results, it is desired that the opinion of the Inspectors may be obtained as to whether the following plan would not be practicable, videlicet, to pay the Schools at a much smaller rate per Pupil in the lower Classes, and to make a larger grant per Pupil for those in the higher Classes. The Committee suggest that this may be preferable to dividing the Schools into classes, according to their merits, and paying the whole of the Schools of one class at a uniform rate per Pupil, and the Schools of a higher class at a higher rate.

2. The Committee, having considered the recommendation of the Inspectors as to the number of Masters required in the larger High Schools, in which they desire a considerable increase in the number of Teachers, resolved to ask the Inspectors whether any modification of their views has occurred, or whether they still regard that large increase as essential to the welfare of the Schools, particularly if the alterations are made in the Programme, as desired.

3. The Inspectors are also to be asked for specific recommendations as to the alterations required in the Programme, which they report as wanting in simplicity and elasticity.

II. It is proposed to distribute a part of the Grant on the basis of average attendance.

Each High School should receive a Grant per unit of average attendance equal to the Grant per unit of average to the Public Schools.

At present the annual Grant per unit to the Public School is about one dollar; to the High Schools about sixteen dollars. As a consequence, the Public Schools are injuriously depleted of the "advanced" Pupils to increase the members in the High School; and thus, in some instances, the latter are found crowded with Pupils who require only an ordinary Public School education, and who do not remain sufficiently long in the High Schools to receive any of the "higher education" which is the proper function of these Schools to furnish. This evil has been markedly exhibited at London, St. Catharines and Hamilton: we may add that the evil is on the increase. It is evident that, in self-protection, other important places must speedily follow the same pernicious course; and thus the Public Schools in the principal centres of population will be immeasurably injured, while the High Schools must suffer a serious degradation, vainly attempting at once to discharge the high trust committed specially to them, and to usurp the proper functions of the Public School.

We are strongly of opinion that, if the plan we propose be adopted, it will, at least to a very great extent, prove a remedy for the serious evils flowing from the present system, inasmuch as,—

(1) The strong temptation unduly to deplete the Public Schools, in order to swell the numbers in the High Schools, and thereby secure a large Apportionment from the Legislative Grant, will be very greatly weakened, if not wholly removed; for

(*a*) Since a Pupil in the High School will be worth no more to the Municipality than he will be in the Public School, School Authorities will not, as now, be anxious to remove from the Public Schools those Pupils who require only a Public School Education, and who cannot remain long enough in the High School to pass the "Intermediate" Examination, which alone can result in pecuniary advantage; besides,

(*b*) If such Pupils be drafted in large numbers into any High School ,there necessarily follows a degradation which must seriously diminish its chances of securing a handsome dividend from that portion of the Grant which will depend on the results of Inspection.

III. It is proposed to distribute a part of the Grant on the results of Inspection.

The sum of (say) Ten thousand dollars, should be distributed amongst the Schools according to their efficiency, as determined by the Report of the Inspectors.

On this we remark—

(1) Thorough inspection is admitted to be absolutely essential; but it does not accomplish its important purposes, unless it bestows on efficiency a pecuniary reward, and visits inefficiency with a pecuniary penalty. Teachers and School Authorities should understand that substanial advantages depend on the results of the personal examination of the Schools by the Inspectors. This principle is recognized in the English, Irish and Scottish systems of Inspection; its practical application in Ontario will, we are persuaded, be attended with most satisfactory results.

(2) This part of the plan is the necessary supplement of the two written Examinations, videlicet: The "Primary" or Entrance, Examination already established, and the "Intermediate" Examination, which it is proposed to establish. Written Examinations are important, perhaps necessary, in a thoroughly effective system of Inspection; but they are not sufficient; and we are confident that, unless other important elements which cannot be determined by written Examinations be taken into account, in some such manner as we propose, the value of Inspection, as a means of securing increased efficiency, will be very greatly impaired. We think this part of the plan is essential to the entire scheme. For—

(*a*) It will greatly counteract that tendency to mere "cramming," which is fostered to a greater or less degree by written Examinations.

(*b*) It will take into account certain elements in School efficiency, as indicated (in 3) below, which are of paramount importance, but which find no recognition in the comparatively inadequate test of written Examinations.

(*c*) It will take into account the character of the work done between the limits fixed by the Entrance Examination and the Intermediate Examination, and thus bestow reward for faithful work done in the lower forms.

(*d*) It will take into account the higher work, *i.e.*, the work done beyond the limit fixed by the "Intermediate" Examination, and thus supplement the written Examination in determining the scholarship in the higher forms of any School.

(3) In classifying the Schools, (a classification which may, or may not, be made public), with a view to the distribution of the part of the Grant which it is proposed to apportion on the results of Inspection, account ought to be taken of the following:

(*a*) School Accommodation, condition of School Premises, general educational appliances, such as Maps, Apparatus, etcetera.

(*b*) Number of Masters employed as compared with the number of Pupils and classes, qualifications of Masters, character of the teaching, etcetera.

(*c*) The character of the work done between the two limits ready mentioned. so that any School, which, owing to the operation of special causes, may prepare but few Pupils to pass the "Intermediate" Examination will nevertheless be rewarded for the thorough work which it may do below this higher limit.

(*d*) The quantity and quality of the work which may be done beyond the higher limit,—*i.e.*, by those Pupils who shall continue their Studies in the higher Course prescribed for those who pass the Intermediate Examination.

(*e*) Government, Discipline, general *morale*.

IV. It is proposed that a part of the Grant shall be distributed on the "results" of an "Intermediate" Examination of the nature following:

(1) This examination should be instituted at a point about midway between the beginning and the end of the High School Course, for promotion from the lower to the upper forms. It should, on the whole, be equal, in point of difficulty, to that which Candidates for Second Class Certificates of Qualification now undergo. Pupils that pass this Examination would form what may be called the Upper School; while those that have not passed it would form what may be called the Lower School, in any High School, or Collegiate Institute.

(2) Candidates for promotion from the Lower School to the Upper School should be examined in English Grammar and Etymology, Reading, Dictation, Composition, Writing, Arithmetic, Euclid, Algebra, English and Canadian History, Geography, and in one of the following branches, or groups:—

(*a*) Latin. (*b*) French. (*c*) German. (*d*) Chemistry, Botany and Drawing. (*e*) Natural Philosophy, Physiology and Book-keeping.

In order that Masters may not be compelled to teach the six subjects, in (*d*) and (*e*) concurrently, Papers in these groups should be set for the examinations alternately, *i.e.*, Papers should be set in group (*d*), at the Examination for the first half, and Papers in group (*e*), at the Examination for the Second half of each year.

(3) That part of the Grant which it is proposed to distribute on the results of this "Intermediate" examination should be apportioned on the basis of the average daily attendance of the Pupils in the Upper Schools, it being understood that, in every case, Pupils passing the "Intermediate," are to be regarded as having been admitted to the Upper School at the beginning of the half year in which they pass such examination.

(4) It will be necessary to remodel the Programme, and to appoint Examiners to assist the Inspectors in reading the Answers at the "Intermediate" Examination.

We have now placed the essential features of the scheme before you; but it may not be inappropriate to add a few explanations on—

(1) The "Intermediate" Examination;
(2) The necessity of Assistant Examiners;
(3) The proposed change in the Programme; and
(4) In illustration of the working of the plan.

(1) The Intermediate Examination should be held in June and December of each year, at the time fixed for the Entrance Examination.

The Questions should be prepared by the High School Inspectors, (or by the Central Committee), and sent under seal to the Public School Inspectors. The Public School Inspectors, or their substitutes, (who should, in no case, have any connection with the Schools to be examined) should alone be responsible for the proper conduct of the Examinations. The Answers of Candidates should be sent to Toronto, to be read and valued by the High School Inspectors, or by Sub-examiners acting under their supervision. [The Inspectors recommended that "any Pupil that passes the University Matriculation Examination should be considered as having passed the Intermediate." This clause was not concurred in by the Council of Public Instruction.]

(2) The High School Inspectors would require assistance in reading the Answers of Candidates at the Intermediate Examination. We could prepare the Questions, but we could not, unassisted, read and value the Answers. About fourteen Papers would have to be prepared—of which each Candidate would be required to answer about ten. There would probably be 800 Candidates at the first Examination, and, therefore, eight thousand Papers to be read and examined. It is clear, therefore, that Sub-examiners to assist the Inspectors are a *sine qua non*. These might be appointed by the Council of Public Instruction, on the recommendation of the Inspectors, and paid by the Education Department. For the first Examination six sub-examiners would be required, and the expense would be about three hundred dollars. In order somewhat to lighten the labour of examination, it is proposed to make certain branches test subjects. It would, accordingly, be expedient to reject, without further examination, any Candidate who should fail to make forty per cent. in any one of the following subjects:—English Grammar, Dictation, History, Geography, Arithmetic, Algebra, Euclid. These subjects would therefore be read first.

(3) A change in the Programme, or more properly, a re-arrangement of the subjects of the Programme, is necessarily involved.

Instead of the fixed amount of work at present prescribed for each Form, we suggest that the Council should prescribe the subjects of Study and the amount to be done in each subject in the Lower School and in the Upper School respectively, leaving it to the local Authorities to decide, (subject to the approval of the High School Inspectors), according to the varying circumstances of the Schools, the order in which the subjects should be taken up, the amount of work to be done in a given time, and the number of Classes to be carried on at once. We have no doubt that these changes in the Programme would be a great improvement on the existing arrangement. It has been found that the formal distinction between the English and the Classical Course cannot in practice be maintained; that the sharp division into four Forms cannot be effected; and that too many subjects and too many Classes have to be carried on concurrently.

The plan we propose leaves a good deal, (but in our opinion not too much,) to the discretion of the Masters, as regards the subjects to be taken up, and the Classes to be carried on during any Term.

While sacrificing nothing important, it will remove, we venture to hope, the evils resulting from an impracticable classification, and a too extensive Curriculum. We submit herewith an outline of the new arrangement of the Programme, which, if generally approved by the Council, we should wish fully to elaborate for publication.

(4) Illustrations of the working of distribution on proposed combined plain:—

(*a*) The High School Grant is (say) $72,000; this would be distributed as follows:

I. 106 Schools receive a minimum of $400 each	$42,400
II. One dollar per unit of average attendance, (about 5,000)	5,000
III. Sum to be apportioned on report of the Inspectors	10,000
IV. Balance to be distributed on "results" of the Intermediate Examination	14,600
Total	$72,000

The Apportionments I. and II. present no difficulty whatever. The Apportionment in III. would be determined by the rank obtained by the School. And Apportionment IV. would simply require the average attendance of Pupils in the Upper School to be kept separate in the half-yearly report. Thus the distribution of the Grant, on the proposed plan, would entail on the Education Department little or no increase of labour.

(*b*) Let us take the case of a School having an average attendance of forty, and regarded by the Inspectors as one of the second class. Assume that, for the whole Province, the average attendance of Pupils in the Upper Schools would be 240, and that the School in question would have an average attendance of eight in the Upper School. Then the probable apportionment would be:

I. Minimum Grant	$400
II. One dollar per unit of total average attendance	40
III. Awarded according to rank of the School	180
IV. Average attendance (8) in Upper School	240
Total	$860

(*c*) Take the case of a well-equipped Collegiate Institute, with an average attendance of seventy, and ranked in the first class. Assume the average attendance in the Upper School to be twenty. Then the probable result would be:

I. Minimum Grant	$400
II. One dollar per unit of total average	70
III. Awarded on account of rank	300
IV. Average attendance in Upper School	600
Total	$1,370

(*d*) Take the case of one of the lowest class Schools, having none in the Upper School. Assume its total average attendance to be twenty. Then the probable result would be:

I. Minimum	$400
II. Total average attendance	20
III. On rank of School	50
IV. Average attendance in Upper School	00
Total	$470

The School might be so inefficient that nothing could be allowed on III.; its Apportionment would then be $420.

In Conclusion: The principal difficulty in the way of the practical working of the proposed scheme is the labour attending the Intermediate Examination. This

can be surmounted by the appointment of Sub-examiners, at an expense quite insignificant, when compared with the desirable objects to be attained.

After repeated and careful consideration of the subject, and after consulting with some of the best Masters in the Province, we state with confidence our opinion that the proposed solution of a difficult and important problem will, if fairly carried out, be attended with most satisfactory results.

It will give effect to the principle of "payment by results" without injuriously affecting the position of the smaller Schools; by lessening the importance of mere numbers, it will improve the High Schools, and prevent the degradation of the Public Schools; it will stimulate the Masters by a direct pecuniary inducement, not as heretofore to prepare pupils for entrance, but to perform well the work properly pertaining to High Schools; it will show the Country what Schools are really doing High School work, and what nominally High Schools are doing only Public School work, and will thus ultimately force the latter class to become what they profess to be, or give way to more efficient Public Schools; it will, we think, give a more powerful impetus to the progress of the High Schools than anything else that has been yet devised; and thus, by increasing the efficiency of the High Schools, it will exert no small influence for good on the entire Educational System of the Country.

Upon the other points to which our attention has been called by the Resolutions of the Council of Public Instruction, but little need be said after the preceding statement.

With regard to the recommendation made in our Report for 1873, "as to the number of Teachers to be employed in the larger High Schools," and Collegiate Institutes, we are of opinion that, should the suggestions made in this Letter be adopted, the present tendency to swell the numbers in the High Schools will be, in a great measure, arrested, and that, therefore, it will not be necessary to take immediate action in the matter.

But if the present system is to continue, we adhere to the opinion expressed in the recommendation to which reference is made.

As to "specific recommendations regarding the alterations required in the Programme," we have already given them in the preceding pages, and respectfully refer you, also, to the outline of the proposed Programme, herewith submitted.

J. A. McLellan,
J. M. Buchan,
S. Arthur Marling,
} Inspectors of High Schools.

Toronto, February, 1875.

Suggested Revised Programme for High Schools.

Programme for the Lower School.

Group A.—English Language.—Review of elementary work; Orthography, Etymology, and Syntax; Derivation of Words. Analysis of Sentences; Rendering of Poetry into Prose; Critical Reading of portions of the Works of Authors of the Eighteenth and Nineteenth Centuries, to be prescribed from time to time by the Council of Public Instruction.* the Framing of Sentences; Familiar and Business Letters; Abstracts of Readings or Lectures; Themes:—generally, the Formation of a good English Style; Reading, Dictation, and Elocution, including the learning by heart and recitation of selected passages from Standard Authors.

Group B.—Mathematics.—(*a*) Arithmetic—Simple and Compound Rules; Vulgar and Decimal Fractions; Proportion; Percentage in its various applications; Square Root.

* For 1876, Gray's "Elegy" and Sir Walter Scott's "Lady of the Lake" have been prescribed. Candidates will be expected to show that they have read the whole of the latter Poem, but the questions set will be based mainly on Cantos. v. and vi.

(*b*) Algebra—Elementary Rules; Factoring; Greatest Common Measure; Least Common Multiple; Square Root; Fractions; Surds; Simple Equations of one, two, and three unknown quantities. Easy Quadratics.

(*c*) Geometry—Euclid, Books I. and II., with easy exercises; Application of Geometry to the Mensuration of Surfaces.

(*d*) Natural Philosophy—Composition and Resolution of Forces; Principle of Moments; Centre of Gravity; Mechanical Powers, Ratio of the Power to the Weight in each; Pressure of Liquids; Specific Gravity and Modes of Determining it; the Barometer, Syphon, Common Pump, Forcing Pump and Air Pump.

Group C.—Modern Languages.—(*a*) French: The Accidence and the Principal Rules of Syntax; Exercises; Introductory and Advanced French Reader; Retranslation of easy passages into French; Rudiments of Conversation.

(*b*) German: The Accidence and the Principal Rules of Syntax; Exercises; Adler's Reader, 1st, 2nd, and 3rd Parts; Retranslation of easy passages into German; Rudiments of Conversation.

Group D.—Ancient Languages.—(*a*) Latin: The Accidence and the Principal Rules of Syntax and Prosody; Exercises; Cæsar, De Bello Gallico Book I., and Virgil, Æneid, Book II. vv. 1—300; Learning by heart selected portions of Virgil. Retranslation into Latin of easy passages from Cæsar. (*b*) Greek, Optional.

Group E.—Physical Science.—Chemistry: A course of Experiments to illustrate the nature of Fire, Air, Water, and such solid substances as Limestone, Coal, and Blue Vitriol; Hydrogen, Oxygen, Nitrogen, Carbon, Chlorine, Sulphur, Phosphorous, and their more important Compounds; Combining Proportions by weight and by volume; Symbols and Nomenclature.

Group F.—History and Geography.—(*a*) Leading Events of English and Canadian History, also of Roman History to the Death of Nero.

(*b*) A Fair course of Elementary Geography, Mathematical, Physical, and Political.

Group G.—Bookkeeping, Writing, Drawing, and Music.—(*a*) Single and Double Entry; Commercial forms and usages; Banking, Custom House, and General Business Transactions.

(*b*) Practice in Writing. (*c*) Linear and free-hand Drawing. (*d*) Elements of Music.

NOTE. An option is permitted between (i.) Latin, (ii.) French, (iii.) German, and (iv.) Natural Philosophy Chemistry and Book-keeping.

Revised Programme for the Upper School.

Group A.—English Language.—Critical Reading of portions of the Works of Authors of the Sixteenth and Seventeenth Centuries to be prescribed from time to time by the Council of Public Instruction;* Composition, Reading, and Elocution; the subject generally, as far as required for Senior Matriculation with Honours in the University.

Group B.—Mathematics.—Arithmetic: The Theory of the Subject; Application of Arithmetic to complicated business transactions, such as Loans, Mortgages, and the like.

(*b*) Algebra: Quadratic Equations, Proportion, Progression, Permutations and Combinations, Binomial Theorem, etcetera, as far as required for Senior Matriculation with Honours.

(*c*) Geometry: Euclid, Books I., II., III., IV., Definitions of Book V., Book VI., with exercises.

(*d*) Trigonometry, as far as required for Senior Matriculation with Honours.

* For 1876, Shakespeare's Tragedy of "Macbeth," and Milton's "Il Penseroso," have been prescribed.

(*e*) Natural Philosophy: Dynamics, Hydrostatics, and Pneumatics.

Group C.—Modern Languages.—(*a*) French: Grammar and Exercises; Voltaire, Charles XII., Books VI., VII., and VIII.; Corneille, Horace, Acts I. and II.; De Stael, L'Allemagne, 1re Partie; Voltaire, Alzire; Alfred de Vigny, Cinq-Mars; Translation from English into French; Conversation.

(*b*) German: Grammar and Exercises; Schiller, Das Lied von der Glocke, and Neffe als Onkel; Translation from English into German; Conversation.

Group D.—Ancient Languages.—(*a*) Latin: Grammar. Cicero, for the Manilian Law; Virgil, Æneid, Book II.; Livy, Book II., Chapters I. to XV. inclusive; Horace, Odes, Book I.; Ovid, Heroides, I. and XIII.; Translation from English into Latin Prose, etcetera, as far as required for Senior Matriculation with Honours.

(*b*) Greek: Grammar; Lucian, Charon and Life; Homer, Iliad, Book I.; Xenophon, Anabasis, Book I., Chapters VII., VIII., IX., X.; Homer, Odyssey, Book IX.; etcetera, as far as required for Senior Matriculation with Honours.

Group E.—Physical Science.—(*a*) Chemistry: Heat—its sources; Expansion; Thermometers—relations between different scales in common use; Difference between Temperature and Quantity of Heat; Specific and Latent Heat; Calorimeters; Liquefaction; Ebullition; Evaporation; Conduction; Convection; Radiation. The chief Physical and Chemical Characters, the Preparation, and the characteristic Tests of Oxygen, Hydrogen, Carbon, Nitrogen, Chlorine, Bromine, Iodine, Fluorine, Sulphur, Phosphorus, and Silicon.

Carbonic Acid, Carbonic Oxide, Oxide and Acids of Nitrogen, Ammonia, Olefiant Gas, Marsh Gas, Sulphurous and Sulphuric Acids, Sulphuretted Hydrogen, Hydrochloric Acid, Phosporic Acid, Phosphuretted Hydrogen, Silica.

Combining, proportions by weight and by volume; General Nature of Acids, Bases and Salts; Symbols and Nomenclature.

The Atmosphere—its constitution, effects of Animal and Vegetable Life upon its composition; Combustion; Structure and Properties of Flame; Nature and Composition of ordinary Fuel.

Water—Chemical Peculiarities of Natural Waters such as Rain Water, River Water, Spring Water, Sea Water.

(*b*) Botany: An introductory course of Vegetable Anatomy and Physiology, illustrated by the examination of at least one plant in each Order: Crowfoot, Cress, Pea, Rose, Parsley, Sunflower, Mint, Nettle, Willow, Arum, Orchis, Lily, and Grass Families; Systematic Botany; Flowering Plants of Canada.

(*c*) Physiology: General view of the Structure and Functions of the Human Body; the Vascular System and the Circulation; the Blood and the Lymph; Respiration; the Function of Alimentation; Motion and Locomotion; Touch, Taste, Smell, Hearing, and Sight; the Nervous System.

Group F.—History and Geography.—(*a*) History, British: The special study of the Tudor and Stuart Periods; Roman, to the death of Nero; Grecian, to the death of Alexander.

(*b*) Geography, Ancient and Modern.

Masters will be at liberty to take up and continue in the Upper School any subject from the Lower School that they may think fit.

Every Pupil must take Group A, Arithmetic, Algebra as far as Progression, History and two other subjects from those included in Groups C., D., and E. In cases of doubt the Master shall decide. But Candidates preparing for any Examination shall be required to take only the subjects prescribed for such Examination.

L. The Inequality of High School Districts is unsatisfactory.

We have frequently had occasion, in the detailed Reports, to allude to the unsatisfactory character of the provision made, under the present law, by some County Councils, for the High Schools which they have authorized within their jurisdic-

tion. First, let us mention some instances of liberality. (*a*) The County of Elgin divides its territory into two High School Districts, giving to Aylmer, in addition to the Village, the Townships of Malahide and South Dorchester. (*b*) The County of Wentworth gives to Waterdown High School an amount equal to three-fourths of the Legislative Grant; the Township of Flamboro' provides $300 more. (*c*) The Collegiate Institute of St. Catharines receives from the County Council of Lincoln $1,500; from the Town of St. Catharines, $1,000, and from the Townships of Louth and Grantham, $2,800. Other instances of public spirit might be added, but these will suffice. Were a similar spirit to actuate all the Municipalities, the maintenance of the High Schools would nowhere be felt to be burdensome: the inhabitants of the adjacent Townships, contributing to the support, and sharing the benefits of the High School in their midst, would be interested in its welfare. Secondly, however, let us by way of contrast, state the position of some other Schools:

Scotland has for its High School District the School Section only.
Port Dover has for its High School District the School Section only.
Cayuga has for its High School District the School Section only.
Parkhill has for its High School District the School Section only.
Newmarket has for its High School District the School Section only,

yet the proportion of Village to Country pupils in Newmarket was in 1874 as 11 to 27.

Dunnville has for its High School District the School Section only, (the By-law giving it a portion of the adjoining territory having been repealed).

Oakwood, in like manner, is limited to the School Section. These examples, which might be multiplied indefinitely, will explain the embarrassed position in which many of the smaller Schools are placed. They are compelled to employ two Teachers; they benefit the surroundng country equally with the Villages in which they are situated; yet the burden of providing the amount necessary for the accommodation of the High Schools, over and above the amount required by law from the County falls, exclusively upon them. It is true that, in some cases, the County Council provides, as in the case of York, more than the law compels it to furnish; but this is the exception. Can it be wondered at that Schools so situated are oftentimes considered as a burden rather than an honour and an advantage; and that the Authorities, both Trustees and Masters, incur no small degree of unmerited odium in consequence of their connection with them? We would submit this important question to your wisdom and experience, with the hope that this matter of High School support may be fully gone into; and that some plan may be devised, whereby the burden of maintaining these Schools, may be more equitably distributed among those who most directly profit by them. Many County Councillors have expressed to us the opinion, that they would welcome such an alteration of the law as would make it obligatory on the Council to allot a fair proportion of territory to each High School, subject to its jurisdiction. At present the law says that they "may" divide; and a hundred petty local, jealousies spring up to defeat the proposal whenever made. If the Act said "shall," acquiescence would be yielded with very little murmuring. If this cannot be done, let the Counties be required to provide an amount equal to the Legislative apportionment for each High School, instead of one-half, as at present.

M. Miscellaneous General Remarks.

(1) We would respectfully suggest to you the advisability of calling the attention of Boards of High School Trustees to the necessity for using discrimination in exercising their appointing power. They are under a moral obligation, in engaging a Master, to do so with due care and caution, to satisfy themselves that he possesses the legal and personal qualifications, and to hold him to his engagement. Instances have been brought to our notice of High Schools being threatened with destruction in

consequence of the appointment without sufficient enquiry, of Persons who had been compelled to leave their former positions in consequence of disgraceful, or immoral, conduct. It would hardly be credited, for example, that a Head Master could be dismissed from two High Schools for drunkenness within a year. Yet this has occurred. Again, Schools have been seriously injured by the highly censurable conduct of Persons who have accepted a Head Masterhip, taught a few days, or less, and then, on hearing of a more lucrative post, have taken instant flight, leaving the School to shift for itself as best it might.

(2) We moreover beg leave to suggest that the School Authorities be urged to adopt more efficient means to secure regularity of attendance in High Schools. We have not the figures to state the average attendance, as compared with the nominal number of Pupils; but we have reason to believe that the difference is very great, and that it is significant of an evil whose gravity is inadequately appreciated.

(3) We would recommend that the Education Department communicate with the Senates of the several Universities, to the end that some English Classical Author be placed on the lists of subjects prescribed for matriculation. Such a measure would, in our opinion, operate very powerfully to promote the study of English literature in the High Schools; and inasmuch as the University Programme will virtually determine the Course of Study in the Upper School under the Revised Scheme, we would submit that it would be of great advantage that the Author prescribed be the same for both.

(4) We are further of opinion that it would be of great advantage to local Boards of Trustees to be made officially acquainted with the results of the periodical inspections of their Schools, as soon as convenient after these have been held. As the Inspector's report is now required to be sent to the Education Department immediately after each visit, there would be no difficulty in transmitting a copy of so much of it as you might think to be necessary.

(5) In the last place, we respectfully submit that the time has come when the female Pupils of the High Schools should have a similar opportunity of testing their attainments to that which the University Matriculation Examination now affords to males. It is within our knowledge that, were the way open, many of the young ladies who are now studying the higher branches with much success, would be glad of an opportunity of securing the stamp of the University for their acquirements.

N. General Result of the Inspection of Public and Separate Schools.

During the year, in addition to inspecting the High Schools, we inspected some hundreds of divisions in the various Public and Separate Schools in the Cities, Towns and Villages, in which the High Schools are situated. The particular impressions produced by our visits to each individual School, we have already reported to you; but we may further state that we have formed the general opinion that, in most parts of the Province, the Public Schools are improving. There are, however, places in which the local Authorities seem not yet to have become alive to their responsibilities; the School Accommodations are unsatisfactory; the number of Teachers employed is insufficient; Teachers with little scholarship and less experience are engaged on the ground of cheapness, and thus with inefficient instructors in charge of crowded departments, the important work of the School-room must necessarily be ill-performed. It is needless to say that in such places the High Schools, in consequence of the inefficiency of the Schools to which they look for their supply of Pupils, neither are, nor can be in a position to do the important work for which they were professedly established.

The inspection of the Separate Schools derives an additional interest and importance from the peculiar position they occupy in our Educational System. Among them, we have found both well-equipped and ill-equipped, both well-taught and ill-taught Schools. On the whole, we regret to report that, in the majority of cases,

the Buildings, the equipment and the teaching, are alike inferior. There are but few Separate School Teachers whose School surroundings are such as to make their positions enviable, and accordingly a large measure of approbation is due to those who have succeeded in doing good work. We have pleasure in stating that in many places the Separate School Boards are beginning to see that they must either make the Schools under their charge more efficient, or close them altogether. There are many things connected with the operation of the Separate School Act which invite comment; but we think it best to postpone the expression of our views until they are matured by the experience of another year. In concluding this brief notice of an important subject, we have great pleasure in acknowledging the almost uniform kindness and courtesy with which we have been received by the Separate School Authorities on our visits of inspection, and in bearing testimony to their willingness, and in many cases earnestness of purpose, to do the very best they can for the Schools committed to their charge.

J. A. McLellan,
J. M. Buchan,
S. Arthur Marling, } Inpectors.

Toronto, February, 1875.

SPECIAL NOTE BY THE CHIEF SUPERINTENDENT OF EDUCATION ON THE NEW PRINCIPLE OF PAYMENT BY RESULTS IN HIGH SCHOOLS.

The Council of Public Instruction has, at length, decided to give effect to the School Legislation of 1870-71, in regard to "Payment by Results" in High Schools and Collegiate Institutes. The Regulations on the subject have already been published in the *Journal of Education.*

The principle of "Payment by Results," as it is technically termed, has long been applied to the English Elementary Schools, and it has lately been recommended by the Royal Irish Commission of Inquiry for introduction into the Schools of the Irish National Board.

In 1865, when the amended Grammar School Act was passed, the Education Department for this Province had the matter under consideration. The subject was discussed at the time, and enquiries made into the working of the system. The want of an additional Inspector for the Grammar Schools was, however, felt to be an obstacle to its introduction at that time, apart from the inferior character of very many of the Grammar Schools which then existed.

An important step was, however, taken at that time; and the principle of payment according to the "average attendance of Pupils" was then first applied to Grammar Schools. This change was thus explained in the Memorandum which was published with the new Act in 1865:—

The Seventh Section of the new Grammar School Act is intended to remove a gross anomaly in the present system of apportioning the Grammar School Fund,—a relic of the old Law of 1806-8,—which gave to the Senior County Grammar School more than to the Junior Schools unless the average daily attendance should fall below ten Pupils,—although every one of these Schools may have been vastly superior to the Senior School of the County. This Section of the new Act reduces the system of apportioning the Grammar School Fund to a simple and equitable principle of aiding each School according to its work. The application of this principle to the Common Schools in the rural Sections has given them a much greater impulse forward than the old mode of apportionment on the basis of School population, or length of time during which the Schools might have been kept open, whether the work was done, or not. It has also induced the Trustees to keep the School open one, or two, months longer in the year than formerly. Then, as to the basis of apportionment itself, the subjects of teaching in a Grammar School were designed to differ from those in a Common School. Grammar Schools are intended to be an intermediate link between the Public Schools and the Universities. The Common School Law amply provides for giving the best kind of a superior English education in Central Schools, in the Cities, Towns, and Villages, with primary Ward Schools as feeders, (as in Hamilton): while to allow Grammar Schools to do Common School work is a misapplication of Grammar School Funds to Common School purpose; Common Schools are already adequately provided for. By the Law of

1807, and subsequently, the number of Classical Pupils was fixed at twenty, and afterwards at ten. In our Regulations we take the latter number.

Under these circumstances it was felt to be undesirable at that time to make any further change in the mode of apportioning money to the High Schools. The subject of "Payment by Results" was, however, not lost sight of; but on the visit in that same year (1865) of Reverend Doctor Fraser, (now Bishop of Manchester),—one of the Royal Commissioners to enquire into the State of Education in the United States and Canada,—the matter was discussed with him. The Chief Superintendent aso that year referred the question to the then Inspector of High Schools, (the Reverend G. P. Young), who thus reported upon it, (in his Annual Report), to the Chief Superintendent, for 1866:—

I have come to the conclusion, after having devoted much thought to the subject that, until educational results are combined with attendance as the basis of apportionment, it will be impossible to devise any scheme of distribution, that shall not be open to grave objections. More than a year ago, you asked me to consider whether "results" might not in some way be reached with sufficient accuracy to be taken into account, a certain extent, in deciding the Grants to be made to the several Schools. I stated to you my conviction that it could not be done, with the present provision for the inspection of Grammar Schools.

At length having secured the appointment of two Inspectors of High Schools, the Chief Superintendent, in a Section of the new Act submitted to the Legislature for its adoption in 1870-71, embodied the new principle in the Thirty-seventh Section, as thus explained in his Report for that year:—

The New Principle of "Payment by Results."

Our School Law of 1871 has introduced a new principle into the mode of payment to High Schools. Formerly the system adopted was, (as in the case of Public Schools), to distribute the High School Funds on the basis of the average attendance of the Pupils at the School. This was found to work injuriously to the best class of Schools. For instance, a very inferior School, with an average attendance, say, of fifty, would be entitled to receive precisely the same Apportionment as another School with the same attendance, but which might be greatly superior,—if not the very best School in the Province. To remedy this defect, and to remove this injustice a new principle of payment was introduced into the Act,—videlicet, the payment, (as it is technically termed in England), "by results," or, as in the words of the Act itself, according to "proficiency in the various branches of study." This principle has been for years strictly applied to Elementary Schools in England, and it is now extended to other classes of Schools. The thoroughness of the system of inspection adopted there has enabled the School Authorities to do so. We shall not be able at present to go further than the High Schools with the application of this principle; but we trust that by and by, if it be found to work well in the High School, we shall be able to apply it to the Public Schools as well.

In Victoria, (Australia), "payment by results," to the Schools, is the system adopted. In the last Report of the Board of Education for that Country, published this year, the Board says:—"The system of 'payment by results,' now in use, appears to be working well, and to give general satisfaction. The fact that, at each Examination, each School's force is recorded as having gained a certain percentage of a possible maximum, affords a means of comparison between different Schools which, if not conclusive as to their relative merits, is sufficiently so to cause considerable emulation amongst Teachers. Indeed, the wish to obtain a high percentage materially increases the stimulus afforded by the 'result payments.'"

The three-fold principle upon which High Schools are hereafter to be aided, is declared by the new Law to be as follows:—

Each High School, conducted according to Law, (and the Regulations), shall be entitled to an apportionment . . . according,—

First, to the average attendance of Pupils.

Second, their proficiency in the various branches of Study.

Third, the length of time each such High School is kept open, as compared with other High Schools.

CHAPTER XVII.

ANNUAL REPORT OF THE NORMAL, MODEL, HIGH AND PUBLIC SCHOOLS IN ONTARIO, FOR THE YEAR 1874.

To His Honour the Honourable D. A. Macdonald, Lieutenant-Governor of the Province of Ontario.

I herewith present my Report to Your Honour, on the condition of the Normal, Model, High and Public Schools of the Province of Ontario, for the year 1874.

I will now proceed to give a summary view of the condition of the High and Public Schools of Ontario, condensed from the Statistical Tables accompanying this Report:—

I.—Table A.—Receipts and Expenditure of Public School Moneys.

1. The amount apportioned from the Legislative Grant in 1874 was $244,933,—increase, $19,998. The amount apportioned for the purchase of Maps, Apparatus, Prize and Library Books was $22,849,—increase, $1,910.

2. The amount received from County Municipal Assessment was $1,606,538, showing a small increase of $5,187.

3. The amount available from Trustees' School Assessment was $608,437,—increase, $169,046.

4. The amount from Clergy Reserves Moneys and from other sources, applied to School purposes in 1874 was $756,512,—increase, $75,764.

5. The total Receipts for all Public School purposes for the year 1874 amounted to $3,239,271, or nearly three and a quarter millions of dollars, showing an increase of $271,906, over the total Receipts of the preceding year. For the past three years the rate of increase has been,—for 1872, $405,799; for 1873, $437,094; and for 1874, $271,906, being over One million of dollars for that period of time. This being the result of the operation of the new School Act, is most encouraging, and speaks well for the educational prosperity of the Country.

6. As an evidence of the continued financial prosperity of our Public Schools, I insert the following interesting Table, showing the progressive increase in the amounts levied by the Municipal and School Trustee Corporations, and also the yearly increase in the total Receipts since 1860,—the year in which the School Law Amendment Act was passed. These facts strongly illustrate the growing interest felt in the prosperity of our Schools by the local School Authorities. The Table is as follows:—

Year.	County Municipal Assessment.	Trustees School Assessment.	All other Receipts.	Total Receipts.	Increase in total Receipts.
	$	$	$	$	$
1860.....	278,693	556,682	488,897	1,324,272	14,452
1861.....	278,085	587,297	515,897	1,381,279	57,006
1862.....	274,471	620,268	501,384	1,396,123	14,843
1863.....	287,768	631,755	513,362	1,432,885	36,762
1864.....	304,382	659,380	520,425	1,484,187	51,301
1865.....	308,092	711,197	525,711	1,545,000	60,813
1866.....	319,154	760,366	528,451	1,607.971	62,970
1867.....	351,873	799,708	518,754	1,670,335	62,364
1868.....	362,375	855,538	571,419	1,789,332	118,997
1869.....	372,743	890,834	563,849	1,827,426	38,093
1870.....	385,284	951,099	607,981	1,944,364	116,933
1871.....	492,481	1,027,184	604,806	2,124,471	180,106
1872.....	531,391	1,232,101	766,778	2,530,270	405,799
1873.....	601,351	1,439,390	926,624	2,967,365	437,094
1874.....	606,538	1,608,437	1,024,296	3,239,271	271,906

The Expenditure of the Public Schools.

1. The amount paid by Trustees for Salaries of Teachers in 1874 was $1,647,750,—increase, $127,626, a most gratifying increase, and showing a desire on the part of Trustees to give Teachers a fair remuneration.

2. For Maps, Globes, Prize Books and Libraries, $54,989,—increase, $5,131. The Legislative aid given to Trustees for these objects was $22,849.

3. For Sites and building of School Houses, $669,547,—increase, $90,434. This increase, taken in connection with the increase, ($153,070), for 1873, is remarkable, and is no doubt due to that most salutary provision of the new School Law, which requires the Trustees to provide suitable accommodation for all the Pupils in their School divisions. The great increase, during the past three years, (being for 1872, $194,208; 1873, $153,070; and 1874, $90,434), in the Trustees' Expenditure for Sites and School Houses, proves the impetus given to School House building by the new Act. The increased Expenditure under this head, in 1870, was only $16,129. This year's Expenditure for Sites and School Houses is a permanent increase in the value of Public School property, and indicates much additional material prosperity in the several neighbourhoods which were benefited by the expenditure.

4. For Rents and Repairs of School Houses, $154,036,—increase, $15,960.

5. For School Books, Stationery, Fuel, and other expenses, $309,008,—increase, $21,654.

6. Total Expenditure for all Public School purposes, $2,865,332,—increase, $260,806.

7. Balances of School Moneys not paid at the end of the year, when the returns were made, $373,938,—increase, $11,099.

II.—Table B.—School Population, Ages of Pupils, Pupils Attending Public Schools, Average Attendance.

The Statute requires that the Trustees' Returns of School population shall include the entire number of children resident in their School Division; and it confers the equal right of attending the Schools upon all residents in such divisions between the ages of five and twenty-one years.

1. The School population reported by Trustees, (including only children between the ages of five and sixteen years), was 511,603,—increase, 6,734.

2. The number of Pupils between the ages of five and sixteen years attending the Schools, was 443,099,—increase, 3,633. Number of Pupils of other ages attending the School, 20,948,—decrease, 570. Total number of Pupils attending the Schools, 464,047, —increase, 3,063.

3. The number of Boys attending the Schools, 244,206,—increase, 1,591. The number of Girls attending the Schools, 219,841,—increase, 1,472.

4. The ages of Pupils are:—1,704, under five years of age; 239,858, between five and ten; 203,658, between eleven and sixteen; 18,887, between seventeen and twenty-one.

5. The number reported as not attending any School is 10,321,—decrease, 2,159. These were between the ages of seven and twelve years, which are the ages fixed by the new Law, during which all the children of a School Division should receive instruction in some School. The attention of Trustees, Parents and Inspectors, is called to this fact, in the hope that this ominous and humiliating item will soon be greatly lessened through the Christian and patriotic exertions of the people at large, aided by the amendments in the School Act on the subject of compulsory education, which make it imperative on Trustees to give effect to the Law.

6. The average attendance, videlicet, the aggregate daily attendance divided by the legal number of teaching days in the year, was 192,898,—increase, 708.

III.—TABLE C.—NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

This Table has been rendered necessary in consequence of the system of classification of Pupils which the new Programme has introduced into the Public Schools. It presents most striking facts, and shows the number of Pupils which have been put back from the higher Classes of the old system to the other Classes under the new system. It also shows how faithful have been the County Inspectors in the discharge of this most unpleasant part of their duties; in carefully examining and classifying, according to their attainments, the Pupils in the various Schools.

IV.—TABLE D.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. *Number of Teachers, Male and Female.*—In the 4,758 Schools reported, 5,736 Teachers have been employed,—increase, 94; of whom 2,601 are male Teachers,—increase, 20; and 3,135 are female Teachers,—increase, 74. It will thus be seen that there are about five hundred more female than male Teachers.

2. *Religious Persuasions of Teachers.*—Under this head there is little variation. The Teachers are reported to be of the following persuasions:—Church of England, 924,—increase, 21; Church of Rome, 692,—increase, 17; Presbyterians, (of different classes), 1,780,—increase, 14; Methodists, (of different classes), 1,773,—increase, 48; Baptists, (of different classes), 328,—increase, 3; Congregationalists, 69,—decrease, 12; Lutherans, 16; Quakers, 13; Christians and Disciples, 31; reported as Protestants, 48; Unitarians, 7; other persuasions, 55.

N.B.—Of the 692 Teachers of the Church of Rome, 414 are employed in the Public Schools, and 278 are Teachers of Roman Catholic Separate Schools.

3. *Teachers' Certificates.*—Total number of certificated, or licensed, Teachers reported is 5,736,—increase, 94; Provincial Certificates, 1st Class, 215,—decrease, 30; 2nd class, 857,—increase, 17; County Board Certificates of the Old Standard, 1st class, 564,—decrease, 90; 2nd class, 415,—decrease, 82; 3rd class, 56,—decrease, 17; New County Board 3rd class Certificates, 3,069,—increase, 298; Interim Certificates, 560.

4. Number of Schools which have more than one Teacher, 514,—increase, 12.

5. *Annual Salaries of Teachers.*—The highest Salary paid to a male Teacher in a County, 720,—the lowest, $100!; in a City, the highest, $1,000,—the lowest, $450; in a Town, the highest, $1,000,—the lowest, $200. The average Salary of male Teachers in Counties was $348,—of female Teachers, $235; in Cities, of male Teachers, $699,—of female Teachers, $276; in Towns, of male Teachers, $520,—of female Teachers, $254. The average increase of male Teachers' Salaries for the Province during 1874 is $10 per male Teacher, $7 per female Teacher, while for 1873 it was $35 per male Teacher; for females, $13 per Teacher. While the increase during 1873 and 1874 is eminently satisfactory and a great improvement on preceding years, still there is no doubt that amongst the worst enemies to the efficiency and progress of Public School education, are those Trustees and Parents whose aim is to get what they mis-call a "cheap Teacher," and who seek to haggle down the Teacher's remuneration to as near starvation point as possible, although, in reality, they are intellectually starving their own children and wasting their time by employing an inferior Teacher. Business men find it to their interest to employ good Clerks, as one good Clerk is worth two poor ones; and in order to obtain and retail good Clerks they pay them good Salaries. Experience has long shown the soundness of this business rule and practice in the employment of Teachers; yet how many Trustees and Parents, in School matters, abandon a rule on which not only the Merchant, but the sensible Farmer acts in employing Labourers, preferring to give higher wages for good Labourers than to give lower wages to poor Labourers. Good Teachers cannot be got for inferior Salaries.

V.—Table E.—School Sections, School Houses and Titles, School Visits, School Lectures, School Examinations and Recitations, Prizes, Time of Keeping Open the Schools, Prayers, Etcetera.

1. The whole number of School Sections reported, 4,831,—increase, 26, chiefly in new Townships. The number of Schools reported as kept open is 4,758,—increase, 26, these also mostly in new Townships.

2. The increase in number of School Houses was 36. Of late years there has been a most satisfactory decrease in the number of log-built School Houses, while Stone, Brick, and Frame School Houses have been substituted.

3. The whole number of School Houses reported is 4,827, of which 1,169 are Brick, 463 Stone, 2,080 Frame, 1,115 Log.

4. *Titles to School Sites.*—Freehold, 4,508,—increase, 42; Rented, 319,—decrease, 6.

5. *School Visits.*—By Inspectors, 10,458,—increase, 110; by Clergymen, 7,179,—increase, 44; by Municipal Councillors and Magistrates, 1,906,—decrease, 123; by Judges and Members of Parliament, 325,—decrease, 7; by Trustees, 21,186,—increase, 951; by other Persons, 40,973,—decrease, 856. Total School Visits, 82,027,—increase, 119. This does not indicate any great diminution of zeal and interest in Public School education on the part of those whose duty, and interest, and privilege it is to elevate and strengthen public opinion in this first work of civilization, and by personal presence and counsel to prompt and encourage the most indifferent Parents to educate their children.

6. *School Lectures.*—By Inspectors, 1,874,—increase, 21; by other Persons, 323,—increase, 64. The Lectures delivered by others than Inspectors are, of course, voluntary; but the Law provides that every Inspector shall deliver under certain Regulations, a Lecture on education in the School Sections under his charge. I trust soon to witness a revival of this most useful and appropriate means of stimulating local zeal in educational matters. It would be singular, indeed, if one Lecture a year, on some subject of educational requirement, or progress, could not be made instructive and popular. It is, however, gratifying to observe generally that the number of visits to Schools by the Inspectors was equal to the requirements of the Law. Their effect has been most salutary upon the Schools.

7. *Time of Keeping the Schools Open.*—The average time of keeping the Schools open, including the Holidays, was eleven months and seven days in 1874. This is nearly twice the average time of keeping open the Public Schools in several of the United States, and about three months more than the average time of keeping them open in the States of New York and Massachusetts,—arising chiefly from our making the apportionment of the School Fund to School Sections, not according to population, but according to the average attendance and the time of keeping open such Schools,—that is, according to the number of Pupils instructed in the Schools.

8. *Public School Examinations.*—The whole number of Public School Examinations was 9,515,—decrease, 832, although less than two for each School. The Law requires that there should be in each School a Public Quarterly Examination, of which the Teacher should give notice to Trustees and Parents of Pupils, and to School Visitors (Clergymen, Magistrates, etcetera), resident in the School Sections. I think the time has now arrived, (under the new and improved system inaugurated by the School Law and Regulations), to make it my duty hereafter to withhold the Apportionment of the School Fund from the Schools in which this provision of the Law is violated. Good Teachers do not shrink from, or are indifferent to, Public Examinations of their Schools. They seek occasions to exhibit the results of their skill and industry; but incompetent and indolent Teachers shrink from the publicity and labour attendant on Public Examinations of their Schools. The stimulus to progress caused by such Examinations, together with tests of efficiency on the part of Teachers, and of progress on the part of Pupils, cannot fail to produce beneficial effects on Parents, Pupils and Teachers, as well as on the interests of general and thorough Public School education; and such Examinations will doubtless, under the new and improved Programme of

Studies, command a large attendance of Parents, Trustees and friends of the Pupils of the Schools.

9. The number of Schools holding Public Recitations of Prose, or Poetry, by the Pupils was 2,857,—decrease, 199. This exercise should be practised in every School, as it tends to promote habits of accurate learning by heart, improvement in Reading and Spelling, and is an agreeable and often amusing diversion for all parties concerned. The little episodes of such exercises in the ordinary routine of School duties exert a salutary influence upon the mind of Pupils, and are happy interludes in exercise on days of Public Examinations; and the more agreeable and attractive such exercises, as well as School Examinations, can be made, the more rapid and successful will School progress become.

10. *School Prizes and Merit Cards.*—The number of Schools in which Prizes are reported as having been distributed to reward and encourage meritorious Pupils is 1,884,—increase, 83,—there has also been an increase in the aggregate amounts of Prize Books applied for and sent out to the Schools. As noted in my former Report, I may remark that, in every instance, as far as I can learn, where the distribution of Prizes has not proved both satisfactory and beneficial, the failure may be traced to the want of intelligence, or fairness, or both, in the awarding of them. In some cases it may be ascribed to the same causes which caused the violation of the Law in not holding Public Examinations of Schools,—the want of competence and industry in Teachers,—their not attending to and recording the individual conduct and progress of each Pupil, and, therefore, the absence of data essential to an impartial and intelligent judgment as to the merits of Pupils. In other cases, there has been a desire to give something to every Pupil, without reference to either conduct, or progress, in order that none may complain, thus defeating the very object of Prizes, and rejecting the principle on which the true system of Prizes is established, and on which the Divine Government itself is based, namely, rewarding every one according to his works. I may also here repeat again what I have already remarked on this subject, that the hackneyed objection as to the distribution of Prizes exciting feelings of dissatisfaction, envy and hatred in the minds of those who do not obtain them, is an objection against all competition, and is, therefore, contrary to every day practice in all the relations of life. If the distribution of Prizes is decided fairly according to merit, there can be no just ground for dissatisfaction: and facilities are now provided and their employment prescribed, with a view to determine the merit of punctuality, of good conduct, of diligence, of proficiency on the part of each Pupil during each Term of the year,—a four-fold motive to exertion and emulation in everything that constitutes a good Pupil and a good School. But the indifferent and flagging Teacher does not wish such a pressure to be brought to bear upon his every-day teaching and attention to everything essential to an efficient School; nor does he desire the test of a periodical Examination of his Pupils by an examining Committee to be applied to his teaching and management of the School. The objection that the distribution of Prizes to deserving Pupils excites the envy and hatred of the undeserving is a convenient pretext to protect and permit incompetence and indifference on the part of the Teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of Pupils. There is often great dissatisfaction on the part of unsuccessful Candidates and their friends in the results of Municipal and Parliamentary elections, and the distribution of Prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; nor does it prevent the People generally from honouring with their suffrages those on whose merits they place the most value, even although they may sometimes err in their judgment. Nor do the Managers of Agricultural and Horticultural Societies withhold Prizes from the most successful cultivators of grains and vegetables, and fruits and flowers, because of dissatisfaction among the envious of the less diligent and less skilful Farmers and Gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendenth to poverty; that to him that hath, (that is, improves what he hath), shall be given, and the neglecter shall be sent empty away. Providence does not reverse its order, or administration, because some Persons are discontented and envious at the success of the faithful diligence and skill of others; nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary Teachers, and the envious murmurings of negligent and unsuccessful Pupils and their too partial friends. Were the true principles, non-personal competition, as laid down in our system of Merit Cards, carried out by Teachers, very little objection would ever be heard against the plan of awarding Prizes in Schools.

An explanation of this feature of our School System will be its best justification, and evince its great importance. I therefore present it again, as follows:—

A comprehensive Catalogue of carefully selected and beautiful Prize Books has been prepared and furnished by the Education Department to Trustees and Municipalies applying for them; and, besides furnishing the Books at the reduced price, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal Councils to procure these Prize Books for the encouragement of children in their Schools. A series of Merit Cards, with appropriate illustrations and mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge,—half the cost,—and these Merit Cards are to be awarded daily, or more generally weekly, to Pupils meriting them. One class of cards is for punctuality; another for good conduct; a third for diligence; a fourth for perfect recitations. There are generally three, or four, Prizes under each of these heads: and the Pupil, or Pupils, who get the largest number of Merit Cards under each head, will at the end of the Quarter, or Half-year, be entitled to the Prize Books awarded. Thus an influence is exerted upon every part of the Pupil's conduct, and during every day of his School career. If he cannot learn as fast as another Pupil, that he can be as punctual, as diligent and maintain as good conduct, and so acquire distinction and an entertaining and beautiful Book, for punctuality, diligence, good conduct, or perfect recitations, or exercises, must be a just ground of satisfaction, not only to the Pupil, but also to his, or her, Parents and friends. There are two peculiarities of this system of Merit Cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the term, or half-year, or year, but on the daily conduct and diligence of each Pupil during the whole period, and irrespective of what may be done, or not done, by any other Pupil. The ill-feeling by rivalship at a single examination is avoided, and each Pupil is judged and rewarded according to his merits, as exhibited in his every-day School Life. The second peculiarity is, that the standard of merit is founded on the Holy Scriptures, as the mottoes on each Card are all taken from the Sacred Volume, and the illustrations on each Card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The Prize Book System, and especially in connection with that of Merit Cards, has a most salutary influence upon the School discipline, upon both Teachers and Pupils, besides diffusing a large amount of entertaining and useful reading.

12. *Prayers and Ten Commandments.*—Of the 4,758 Schools reported, the daily exercises were opened and closed with Prayers in 4,033 of them,—increase, 123; and the Ten Commandments were taught in 3,167,—increase, 139. The Law wisely provides that, "no child can be compelled to be present at Religious Instruction, Reading or Exercise, against the wish of his Parents, or Guardians, expressed in writing." The Religious Instruction, Reading and Exercises, are like Religion itself, a voluntary matter with Trustees, Teachers, Parents and Guardians. The Council of Public Instruction provides facilities, even forms of Prayer, and makes recommendations on the subject, but does not assume authority to enforce, or compel, compliance with those provisions and recommendations. In some instances the Reading and Prayers may be according to the forms of the Roman Catholic Church; but generally, those Exercises are Protestant. The fact that in 4,033 out of 4,758 Schools, Religious Exercises of some kind are voluntarily practised, indicates the prevalent religious principles and feelings of the people; although the absence of such Religious Exercises in a School does not by

any means indicate the absence of Religious principles, or feelings, in the neighbourhood of such School. There are many religious persons who think the day School, like the Farm Fields, the place for secular work, the Religious Exercises of the Workers being performed, in the one case as in the other, in the Household, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, and the great fulcrum and lever of public freedom and prosperity in a Country, it is gratifying to see general and avowed recognition of them in Public Schools. It is delightful to think that, (although in some few instances, this duty may be unworthily performed, yet), from so many humble shrines of learning the Prayer for Divine wisdom and guidance goes up with faith to Him who has promised to give "liberally" to them that ask Him and to upbraid them not.

13. *Text Books.*—In a previous Annual Report I explained fully the steps which had been taken and the measures adopted, not only to secure a uniform series of Text Books for the Schools, but a uniform series of excellent Canadian Text Books, and the complete success of those measures. These Text Books are now universally used and my desire is to have them thoroughly revised from time to time,—means for that purpose having been freely granted by the Legislature. Although it has been frequently stated that the Text Books of Schools were so often changed, I desire to state that up to this year no changes have been made, but one, or twice, (in Arithmetic and Grammar), in twenty-five years.

14. *Maps, Globes and other Apparatus.*—The Maps and Globes, and most of the other Apparatus used in Schools, are now manufactured in Ontario, forming a most interesting branch of Canadian manufacture. Blackboards are used in 4,653, (or nearly all), the Schools,—increase, 54; Globes are used in 1,767 Schools,—increase, 41; Maps are used in 4,457 Schools,—increase, 94. Total number of Maps used in Schools, 33,836, —increase, 966.

VI.—Table F.—Roman Catholic Separate Schools.

1. The number of Roman Catholic Separate Schools is 166,—decrease during the year, 4.

2. *Receipts.*—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools according to average attendance of Pupils, as compared with that at the Public Schools in the same Municipalities, was $10,833,—decrease, $1,617. The amount apportioned and paid for the purchase of Maps, Prize Books and Libraries, upon the usual condition of an equal sum being provided from local sources, was $1,078,—increase, $171. The amount of School Rates from the Supporters of Separate Schools, was $54,058,—increase, $6,891. The amount subscribed by Supporters of Separate Schools, and from other sources, was $22,393,—decrease, $350. Total amount received from all sources was $88,363,—increase, $5,093.

3. *Expenditure.*—For payments of Teachers, $51,144,—increase, $1,837; for Maps, Prize Books and Libraries, $2,432,—increase, $90; for other School purposes, $34,786,—increase, $3,165.

4. *Pupils.*—The number of Pupils reported as attending the Separate Schools was 22,786,—increase, 713. Average attendance 11,850,—increase, 727.

5. The whole number of Teachers employed in the Separate Schools was 278,—increase, 9; male Teachers, 92,—increase, 1; female Teachers, 186,—increase, 8. Teachers of Religious Orders, male 45,—increase, 4; female, 63,—increase, 10.

6. The same Table shows the branches taught in the Separate Schools, and the number of Pupils in each branch; also the number of Schools using Maps, Apparatus and Black-boards.

General Remarks.—1. It is proper for me again to repeat the remark, that the Public Schools of Ontario are non-denominational. Equal protection is secured to, and enjoyed by, every Religious Persuasion. No child is compelled to receive Religious Instruction, or attend any Religious Exercise, or Reading, against the wishes of his

Parents, or Guardians, expressed in writing. I have known of no instance of proselytism in the Public Schools, nor have I received, during the year, a single complaint of interference with Religious rights so fully secured by Law.

2. According to the returns of the Religious Denominations of Teachers, as given in Table D and noted previously, the number of Roman Catholic Teachers of the Public Schools is 692, of whom 278 only are Teachers in the Separate Schools. There were, therefore, 414, (increase during the year, 8), Roman Catholic Teachers employed in the Non-denominational Public Schools,—an illustrative proof of the absence of exclusiveness in the local as well as executive administrations of the School System. I may also observe, that according to the Inspectors' Returns for 1874, there were 511,603 children in Ontario between the ages of five and sixteen. Of course, according to the proportion of Roman Catholic population, at least 75,000 must be assumed to be the children of Roman Catholic Parents. Of these 75,000 Roman Catholic children, only 22,786, (not one-third of the Roman Catholic School population) attend the Separate Schools; the other two-thirds, (allowing even 10,000 as not attending any School), attend the Public Schools, in which no less than 414 Roman Catholic Teachers are employed; and yet not a complaint has been made of even an attempt at proselytism, or interference, with Religious Rights guaranteed by Law.

3. It is gratifying to be able to state that several of these Separate Schools are admirably managed, and are doing good service in their localities. The Separate School Law has been fairly and equitably administered to them, and I hear of no complaint from them.

VII.—Table G.—High Schools, Receipts and Expenditures, Pupils' Fees.

Receipts.—The balances reported from the preceding year, (that is, of moneys not paid out by the 31st of December, 1874), were $12,585,—decrease, $673. The amount received by the High School Boards from Legislative Grant for the Salaries of Teachers, was $75,553,—decrease, $573. The amount of Legislative Grant apportioned for Maps, Prize Books, etcetera, was $1,320,—decrease, $16. The amount of Municipal Grants in support of High Schools was $137,801,—increase, $41,150. The amount received for Pupils' Fees, was $19,022,—decrease, $776. Balances of the preceding year and other sources, $52,675,—increase, $13,048. Total receipts, $298,960,—increase, $52,159.

Expenditures.—For Salaries of Masters and Teachers, $179,946,—increase, $14,588; for Building, Rents and Repairs, $63,684,—increase, $30,744; for Fuel, Books and Contingencies, $39,639,—increase, $7,125; for Maps, Prize Books, Apparatus and Libraries, $3,323,—decrease, $79. Total Expenditure for the year 1874, $286,593,—increase, $52,378. Balances of moneys not paid out at the end of the year, $12,366,—decrease, $219.

Number of Pupils, 7,871,—decrease, 566. *Number of Schools*, 108.

VIII.—Table H.—Number of Pupils in the Various Branches, and Miscellaneous Information.

Table H shows both the subjects taught and the number of Pupils in each subject in each of the High Schools, the names, University Degree, (or Certificate), of the Head Masters, and the number of Masters employed in each School, etcetera.

Number of Pupils.—In English Grammar and Literature, 7,777; in Composition, 7,059; in Reading, Dictation and Elocution, 7,802; in Penmanship, 6,805; in Linear Drawing, 2,880; in Book-keeping, 3,320; in Arithmetic, 7,754; in Algebra, 6,365; in Geometry, 4,151; in Logic, 274; in Trigonometry, 279; in Mensuration, 2,918; in History, 7,033; in Geography, 7,461; in Natural Philosophy, 2,097; in Chemistry, 2,012; in Natural History, 2,256; in Physiology, 2,124; in French, 3,111; in German, 462; in Latin, 3,942; in Greek, 898; in Gymnastics and Drill, 533.

Of the School Houses, 65 were of Brick, 23 Stone, 18 Frame and 1 Concrete; 18 were Rented, or Leased, the remainder Freehold. Galt has the finest Play Ground of any of the High Schools,—it consists of seven acres; Lindsay and Metcalfe, six acres: London, five acres; Barrie and Guelph, four acres. The other Play Grounds vary in size, the smallest being only one-eighth of an acre,—or one-fourth of the minimum size required of the smallest Public School. The estimated value of each School House and Site varies from $35,000 and $25,000, (Toronto and Peterborough), down to $300! (Walkerton.)

Sixty-six High Schools were under Union High and Public School Boards; Kingston is the oldest High School in Ontario, dating from 1792; Cornwall, 1806; Brockville, 1818; Niagara, 1828; St. Catharines, 1828. 1,872 Maps were used in the 108 High Schools; 63 Schools use the Bible; in 100 there were daily Prayers; 99 Pupils matriculated at some University during 1874; 544 Pupils entered mercantile life; 319 adopted Agriculture as a pursuit; 321 joined the learned professions; 631 went to other occupations. The number of Masters engaged was 248, nearly all the Schools having now additional Masters, a great improvement on the old system, when a great majority of the Schools were content with the services of but one Master. This great defect is now remedied, and the High Schools will be in a position to do more justice than formerly to the Pupils who attend them.

I shall revert to the subject of High Schools in a subsequent part of this Report. In the meantime I would refer to the appended Report to me of the able Inspectors, Messieurs McLellan, Buchan and Marling.

In regard to the establishment of new High Schools, the Education Department has not encouraged their multiplication, unless it could be shown that their existence in the locality desiring them was a necessity, and that their proper standing and character could be maintained. With this view, the following conditions were laid down by the Department for establishing both High Schools and Collegiate Institutes:—

The new School Law provides for the establishment and maintenance of three classes of superior English, or Classical, Schools, videlicet:—

I. High Schools for teaching Classical and English subjects,—in which Boys and Girls may be instructed together, or separately.

II. High Schools in which Boys and Girls may be instructed in English subjects alone.

III. Collegiate Institutes, for giving instruction in Classical and English subjects, in which there shall be an average daily attendance of at east sixty Boys in Greek and Latin.

Prescribed Conditions for Establishing High Schools.

Parties wishing to have a High School for either class in their locality, authorized by His Honour the Lieutenant-Governor-in-Council, are requested to furnish the Education Department with the following information:—

1. The distance of the proposed High School from the nearest adjoining High Schools.

2. The population of the Town, or Village Municiaplity, in which it is proposed to place the High School.

3. The boundaries of the proposed new High School District, as fixed by the County Council, (with a copy of the proceedings of the Council in the case).

4. The amount of taxable property in such High School District.

5. The description of the proposed High School Building, as regards,—

(*a*) Its situation; the extent of its Site; size of Play Ground; and extent of outside conveniences, etcetera.

(*b*) Size, Site and description of the proposed Building; number of Class Rooms devoted to teaching; Room for Teacher; Hat, Cloak, Map and Book Presses, etcetera.

6. A written guarantee must be given to the Department by responsible parties, (1), that a suitable Building, distinct from the Public School House, (or, of Rooms in the Public School Building in a separate Flat, or in a separate Wing), will be provided; (2), that at least two competent Teachers shall be employed in the proposed High School, and that no Preparatory Department will be introduced, except in the manner provided by Law.

In addition to these precautions, one of the Inspectors, at my request, visits the locality desiring a School, and reports to me fully on the subject of its wants and capabilities.

Prescribed Conditions for Establishing Collegiate Institutes.

Trustees of High Schools who desire to have the title of Collegiate Institute conferred upon their School by the Lieutenant-Governor, are requested to furnish the Education Department with the following information:—

1. The name and designation of each Master employed in the School and the number of his teaching hours per day.
2. The name and designation of each Assistant Teacher, (if any), and the number of his teaching hours per day.
3. The aggregate attendance of Boys studying Latin, or Greek, during the whole of the previous civil year, and during the two Terms of the School preceding the application.
4. The daily average attendance of Boys in Latin and Greek during the periods named.
5. The Income from all local sources during the preceding civil year.
6. The description of the proposed Collegiate Institute Building, as regards.—

(*a*) Its situation and extent of its Site; description and size of the Building; and its state of repair.

(*b*) The numebr of rooms devoted to teaching purposes in it; and their sizes.

(*c*) Description of Apparatus for illustrating Natural Philosophy and Chemistry; number and description of Maps, number of Volumes in Library, (if any).

(*d*) Size of Playground and extent of outside Conveniences, etcetera.

7. A written guarantee must be given by the Trustees that no Preparatory Department or Classes will be introduced except in the manner provided by Law, and that the requirements of the Act and Regulations in regard to Collegiate Institutes will be fully complied with.

The same steps are taken by a visit of the Inspector, as in the case of High Schools.

Collegiate Institutes which have been Authorized by the Governor.

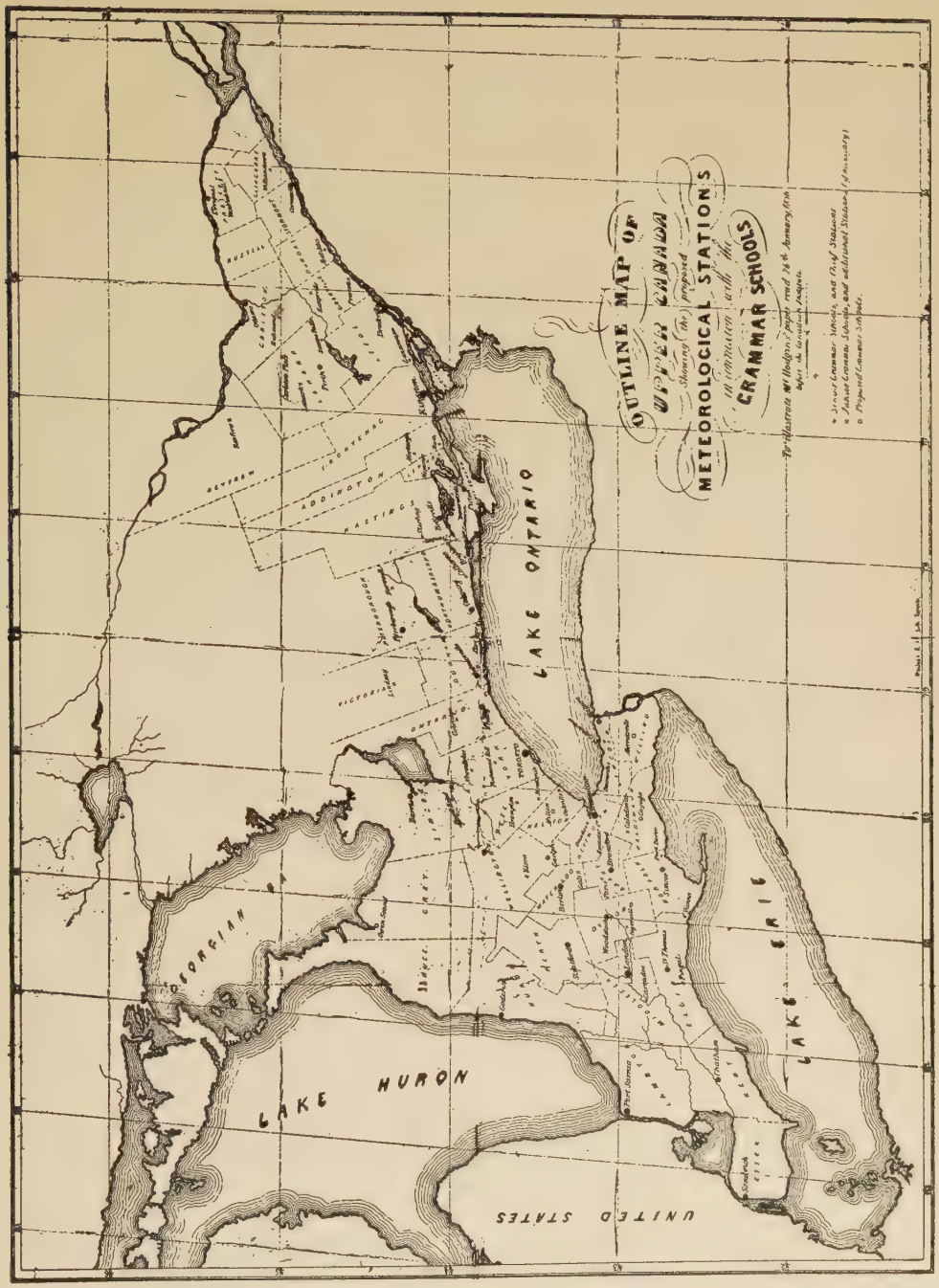
His Honour the Lieutenant-Governor has been pleased to confer upon the undermentioned High Schools the name and privileges of Collegiate Institutes, in accordance with the provisions of the School Law of Ontario, videlicet:—

1, Galt. 2, Hamilton. 3, Peterborough. 4, Cobourg. 5, Kingston. 6, St. Catharines. 7, Ottawa. 8, Toronto.

IX.—Table I.—Meteorological Observations taken at the Grammar Schools

Of late years the practical value of the science of Meteorology, as I intimated previously, has been recognized by all civilized Governments, and systems of simultaneous Observations have been widely established, the results of which must tend to elucidate the laws which control Atmospheric Phenomena. The Signal Office at Washington, and the extension of the system in this Dominion under the direction of Professor Kingston, exhibit fresh evidence of the practical value of Meteorological Observations. The daily weather reports and the "probabilities" founded on the Observations, have been most valuable, instructive and interesting. The system of "Drum Signals" is now established on the Canadian Coasts, both of the Atlantic, and of our Lakes, and, under the good providence of God, has been the means of averting great destruction of life and property. The International Meteorological Congress held at Vienna in 1873, discussed and approved of a system by which a strictly simultaneous daily reading of the instruments is recorded at Meteorological Stations throughout the World. The Washington Office has recently issued a Bulletin, with a Map exhibiting the Stations of the Northern Hemisphere which are co-operating. These comprise 127 Stations in America and the adjacent Islands, 145 in Europe, 17 in Africa, and 16 in Asia. It is stated by General Meyer, the Chief Signal Officer, in Washington, that the object in view is "to render practicable the preparation of a daily Weather Map which may embrace within its limits the whole Northern Hemisphere and permit a study of Atmospheric movements which, not limited to any one Continent, or Sea, may enable Storms and disturbances to be traced from wherever they rise, through their course until they disappear. The limits of any one Continent are too small to allow the proper study of the Atmosphere which, surrounding the Earth, revolves in its whole extent with it once in twenty-four hours. The Observations on the Bulletin are taken daily and everywhere at the same instant of physical time. For instance, when the Observers at New

York and San Francisco are reading their instruments daily, it may be safely assumed those in Siberia or the Pacific, the West Indies, or Northern Canada, are at that moment



also reading theirs. The readings reported are thus simultaneous and valuable. The Bulletin is inexpensive, the readings being taken in every Country by the Observers of that Country and forwarded by mail to Washington, in packages, on the fifteenth and

last day of each month; the United States Observations being sent as an equivalent. The most distinguished Meteorologists in the World have approved of the undertaking.

Chapter XII of the Twelfth Volume of this Documentary History contains an account of the establishment of a series of Meteorological Stations in 1856, in connection with such of the Grammar Schools in Upper Canada as were geographically appropriately situated, in connection with the Lakes, for their establishment as suitable Central Stations. Their position on the accompanying outline Map of the Province is indicated by a dot.

The Returns published under the authority of the Parliament of Canada evince the gradual progress being made in the establishment of a complete Meteorological System for the Dominion, which cannot fail to be of great service to the cause of Science and to the great Agricultural, as well as the Maritime, interests of the Country.

The High School System of Ontario secures the continuous residence of a class of men, at different points, who are well qualified by education to perform the work of Observation, and the Law authorizes the establishment and maintenance of a limited number of Meteorological Stations, selected by the Council of Public Instruction, with the approval of His Honour the Lieutenant-Governor, at which daily Observations are taken of Barometric pressure, Temperature of the Air, Tension of Vapour, Humidity of the Air, direction and velocity of the Wind, amount of Cloudiness, Rain, Snow, Auroras, and other Meteoric Phenomena. The Observations are taken at 7 a.m., 1 p.m., and 9 p.m. The Instruments used have been subjected to the proper tests. Full abstracts of the daily records are sent to the Education Office monthly, in addition to a weekly report of certain Observations, which is prepared for publication in any local Newspaper the Observer may select. Abstracts of the results for each month are regularly published in the *Journal of Education*, and the Observers' Reports, after strict examination, are arranged and preserved for further investigation.

In my Report of 1867, the results of most of the Observations were presented in the form of synchronous curves, but as the expense proved an objection, a synopsis is now given in figures. For the same reason the important notes of the Observers are omitted.

I have pleasure in adding that the Observers are, upon the whole, discharging their duties with fidelity, and that through their exertions the materials for investigating the Climatology of the Province are rapidly accumulating.

X.—Table K.—Operations of the Normal and Model Schools.

During 1874, 181 Students obtained Provincial Normal School Certificates, 73 of these were male, and 108 female Students. The great practical value of the instruction given to the Students of the Normal School by the Reverend Doctor Davies, the Principal, Doctor Carlyle and Mr. Thomas Kirkland, fully sustain the high reputation which the Institution has acquired throughout the Country. The whole system has been of late years brought to a degree of thoroughness and practical efficiency, even in its minutest details, that I have not witnessed in any other Establishment of the kind. The standard of admission to the Normal School has been raised much above that of former years, and, therefore, the Entrance Examination, (which is always in writing), has been made increasingly severe. 147 of those admitted in 1874 have been Teachers. The establishment of the Third Mastership, with a view to give greater prominence to the subject of Natural Science, has had a most beneficial and salutary effect upon the introduction and teaching of those subjects in our Public Schools, as required by the new School Act. The newly enlarged Buildings for the Model Schools have greatly added to the practical character and efficiency of these Schools of Practice in the Normal School Course.

Of late years I have felt so impressed with the importance of increased facilities for Normal School training that I have suggested the advisability of establishing additional Normal Schools. I am glad that the subject has not been lost sight of, but that my suggestions will likey be carried out, and possibly two Normal Schools, in addition to the new one at Ottawa, may soon be established.

Table K contains three abstracts, the first of which gives the gross number of applications for admission to the Normal School, the number that had been Teachers before entering the Normal School, attendance of Teachers-in-training, Certificates granted, and other particulars respecting it and the Model Schools, during the twenty-five years' existence of these Schools; the second abstract gives the Counties whence the Students have come; and the third gives the Religious Persuasions of these Students.

Table K shows that of the 7,367 admitted to the Normal School, (out of 8,095 applications), 3,412 of them had been Teachers; and of those admitted, 3,703 were males, and 3,664 were females. Of the 3,703 male Candidates admitted, 2,447 of them had been Teachers; of the 3,664 female Candidates admitted, 1,112 of them had been Teachers. The number admitted during the first Session of 1874 was 185; during the second Session, 152; total, 337. Of the whole number admitted, 141 were males, and 196 females. Of the male Students admitted, 85 had been Teachers; of the female Students admitted, 62 had been Teachers.

XI.—Table L.—Particulars of other Educational Institutions.

The Public and High Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must therefore be referred to in order to form an approximate idea of the state and progress of education throughout the Province. Table L contains an abstract of such information as has been collected respecting these Institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According to the information obtained, there are 16 Colleges, (some of them possessing University powers), with 2,700 Students; 280 Academies and Private Schools, with 8,443 Pupils, which are kept open ten months, and employ 538 Teachers. Total Students and Pupils in attendance, 11,143.

XII.—Table M.—Establishment of Free Public Libraries.

1. The amount expended in Library Books during 1874, was $2,668, of which one-half has been provided from local sources. The number of Volumes supplied was 7,167.

2. The value of Public Free Libraries furnished to the end of 1874 was $152,419. The number of Libraries, exclusive of subdivisions, 1,334,—increase, 51. The number of Volumes in these Libraries was 266,046,—increase, 7,167.

3. Sunday School Libraries reported, 2,696. The number of Volumes in these Libraries was 374,327.

4. Other Public Libraries reported, 193. The number of Volumes in these Libraries was 142,732.

5. The total number of Public Libraries in Ontario, 4,223. The total number of Volumes in these Libraries is 783,105.

6. Number and classification of Public Libraries and Prize Books which have been sent out from the Depository of the Department from 1853 to 1874 inclusive. The total number of Volumes for Public Free Libraries sent out, 266,046. The classification of these Books is as follows:—History, 45,664; Zoology and Physiology, 16,013; Botany,

2,931; Phenomena, 6,455; Physical Science, 5,048; Geology, 2,328; Natural Philosophy and Manufactures, 13,722; Chemistry, 2,403; Practical Agriculture, 10,187; Literature, 25,237; Voyages, 23,931; Biography, 30,181; Tales and Sketches, Practical Life, 75,413; Fiction, 2,399; Teachers' Library, 4,134. Total number of Prize Books sent out, 766,645. Grand total of Library and Prize Books (including, but not included in the above, 20,362 Volumes sent to Mechanics' Institutes and Sunday Schools, and paid for wholly from local sources), 1,053,053.

7. In regard to the Free Public Libraries, it may be proper to repeat the explanation that these Libraries are managed by Local Municipal Councils and School Trustees (chiefly by the latter), under Regulations prepared according to Law by the Council of Public Instruction. The Books are procured by the Education Department, from Publishers both in Europe and America, at as low prices for cash as possible, and a carefully prepared classified Catalogue of about 4,00 works, (which have been approved by the Council of Public Instruction), is printed, and sent to the Trustees of each School Section, and the Council of each Municipality. From this select and comprehensive Catalogue, the local Municipal and School Authorities desirous of establishing and increasing a Library, select such Works as they think proper, or request the Department to do so for them, and receive from the Department not only the Books at prices about from twenty-five to thirty-five per cent. cheaper than the ordinary retail prices, but an Apportionment in Books of 100 per cent. upon the amount which they provide for the purchase of such Books. None of these Works are disposed of to any private parties, except to Teachers and School Inspectors, for their professional use; and the rule is not to keep a large supply of any one work on hand, so as to prevent the accumulation of stock, and to add to the Catalogue yearly, new and useful Books which are constantly issuing from the European and American Press. There is also kept in the Department a record of every Public Library, and of the Books which have been furnished for it, so that additions can be made to such Libraries without liability to send second copies of the same Books as were sent before.

XIII.—Table N.—Summary of the Maps, Apparatus, and Prize Books supplied to the Counties, Cities, Towns and Villages During the Year.

1. The amount expended in supplying Maps, Apparatus, and Prize Books for the Schools, was $44,631; increase, $1,728. The one-half of this sum was provided voluntarily from local sources; in all cases the Books, or articles, are applied for, and fifty per cent. of the value paid for by the parties concerned before their being sent. The number of Maps of the World sent out was 335; of Europe, 443; of Asia, 332; of Africa, 320; of America, 426; of British North America, and Canada, 716; of Great Brtiain and Ireland, 221; of Single Hemispheres, 266; of Scriptural and Classical, 137; of other Charts and Maps, 603; of Globes, 231; of sets of Apparatus, 107; of other pieces of School Apparatus, 1,822; of Historical and other Lessons, in sheets, 26,813. Number of Prize Books, 67,498.

2. It may be proper to repeat that the Map, Apparatus, and Prize Book branch of the School System was not established until 1855. From that time to the end of 1874, the amount expended for Maps, Apparatus, and Prize Books, (not including Public Libraries), was $452,919, one-half of which has been provided from local sources, from which all applications have been made. The number of Maps of the World furnished as 3,742; of Europe, 5,475; of Asia, 4,385; of Africa, 4,023; of America, 4,754; of British North America and Canada, 5,721; of Great Britain and Ireland, 4,556; of Single Hemispheres, 3,655; of Classical and Scriptural Maps, 3,247; other Maps and Charts, 7,855; Globes, 2,785; sets of Apparatus, 701; single Articles of School Apparatus, 21,765; Historical and other Lessons in sheets, 252,462; Volumes of Prize Books, 766,645.

3. I also repeat the following explanation of the Department:—

The Maps, Globes, and various articles of School Apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum, or sums, are provided from local sources, are nearly all manufactured in Ontario, and at lower prices than imported articles of the same kind have been heretofore obtained. The Globes and Maps manufactured, (even the material), in Ontario contain the latest discoveries of Voyagers and Travellers, and are executed in the best manner, as are Tellurians, Mechanical Powers, Numeral Frames, Geometrical Powers, etcetera. All this has been done by employing competitive private skill and enterprise. The Department has furnished the Manufacturers with Copies and Models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School Authorities. In this way new domestic manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to School and domestic instruction, heretofore unknown amongst us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to Municipal and School Authorities all over the Country.

The following Tables will also be found of much interest in connection with this part of our School System.

(1) TABLE SHOWING THE VALUE OF ARTICLES SENT OUT FROM THE EDUCATIONAL DEPOSITORY DURING THE YEARS 1851 TO 1874, INCLUSIVE.

Year.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices, without any apportionment from the Legislative Grant.	Total value of Library, Prize and School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
	Dollars.	Dollars.	Dollars.	Dollars.
1851.....	.....	.....	1,414	1,414
1852.....	.....	.....	2,981	2,981
1853.....	.....	.....	4,233	4,233
1854.....	51,376	.....	5,514	56,890
1855.....	9,947	4,655	4,389	18,991
1856.....	7,205	9,320	5,726	22,251
1857.....	16,200	18,118	6,452	40,770
1858.....	3,982	11,810	6,972	22,764
1859.....	5,805	11,905	6,679	24,389
1860.....	5,289	16,832	5,416	27,537
1861.....	4,084	16,251	4,894	25,229
1862.....	3,273	16,194	4,844	24,311
1863.....	4,022	15,887	3,461	23,370
1864.....	1,931	17,260	4,454	23,645
1865.....	2,400	20,224	3,818	26,442
1866.....	4,375	27,114	4,172	35,661
1867.....	3,404	28,270	7,419	39,093
1868.....	4,420	25,923	4,793	35,136
1869.....	4,655	24,475	5,678	34,808
1870.....	3,396	28,810	6,175	38,381
1871.....	3,300	30,076	8,138	41,514
1872.....	4,421	42,265	10,481	57,167
1873.....	3,834	42,902	7,010	53,746
1874.....	5,337	44,631	8,547	58,515

(2) Book Imports into Ontario and Quebec.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of Books, (not Maps, or School Apparatus), imported into Ontario and Quebec.

Year.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
	Dollars.	Dollars.	Dollars.	Dollars.
1850.....	101,880	141,700	243,580	84
1851.....	120,700	171,732	292,432	3,296
1852.....	141,176	159,268	300,444	1,288
1853.....	158,700	254,280	412,980	22,764
1854.....	171,452	307,808	479,260	44,060
1855.....	194,356	338,792	533,148	25,624
1856.....	208,636	427,992	636,628	10,208
1857.....	224,400	309,172	533,572	16,028
1858.....	171,255	191,942	363,197	10,692
1859.....	139,057	184,304	323,361	5,308
1860.....	155,604	252,504	408,108	8,846
1861.....	185,612	344,621	530,233	7,782
1862.....	183,987	249,234	433,221	7,800
1863.....	184,652	276,673	461,325	4,085
½ of 1864...	93,308	127,233	220,541	4,668
1864–1865..	189,386	200,304	389,690	9,522
1865–1866.	222,559	247,749	470,308	14,749
1866–1867..	233,837	273,615	507,452	20,743
1867–1868..	224,582	254,048	478,630	12,374
1868–1869..	278,914	373,758	652,672	11.874
1869–1870..	220,371	351,171	571,542	13,019
1870–1871..	146,435	411,518	557,953	13,078
1871–1872..	212,644	477,581	690,225	20,315
1872–1873..	221,978	540,143	762,121	16,597
1873–1874..	246,926	530,434	777,360	16,789

(3) The General Question of a Depository Practically Discussed.

In every Country the interests of education, at least in its elementary organization, are committed to the care and oversight of some Department of Government. Experience proves the necessity of doing so. But, it may be asked:—"What is expected of such a Department in its administration of the system?" "Is it merely perfunctory duty of keeping a certain statutory machinery in motion, receiving formal Reports, and making the same in return, which is expected? Or is it dealing with the great interest of popular education as if it were the nation's life blood, every pulsation of which indicated a healthy, vigorous growth of intellectual and moral life; or the torpidity of bare existence, maintained at large cost, but producing little fruit and no satisfactory returns?" The prevention of this latter, and the promotion of the former are, we think, the true objects for which popular education is especially entrusted to the care and oversight of a responsible Public Department. If it be so, the question then is, "How can this be the best accomplished, and in what light should the Schools be regarded and treated, so as to bring about the best possible results?" whether as the joint property of the State and People, their interests should be paramount to private interests, or should they be treated merely as Institutions that should be made to subserve the interests of the Trades and professions, whether it be of Booksellers or of private Schools, or Institutions for the training of School Masters.

(4) PRACTICE AND OPINIONS OF AMERICAN EDUCATIONISTS IN REGARD TO A DEPOSITORY.

The Commissioner of Public Schools in the State of Rhode Island, in discussing the question of School Libraries in his Report, thus remarks:—

"The plan of providing such district School Libraries, adopted by the Parliament of Canada West, is undoubtedy the wisest that has yet been acted upon. It is in short this:—The Parliament by vote appropriated a specific sum to purchase a suitable number of Books, Charts, and articles of Apparatus for School and School Libraries. This sum was expended under the direction of the Superintendent of Public Education, and a large Depository of excellent and select Books for the reading of youth and older persons was made at the Office of Education. Whenever any School district, or Municipality wishes to form a Library, it may send to the Office of the General Superintendent a sum not less than five dollars, and the Superintendent adds one hundred per cent. to the sum, and returns, at cost price, such Books to the district, as may, by a Committee or otherwise, have been selected from the printed Catalogue of the Depository. Thus the Books that go into Libraries are Books that have been well examined, and contain nothing that is frivolous, or that could poison the morals of those who read them; the Libraries purchase them at the wholesale price, and of course, can obtain a much larger amount of reading matter for their money than as though they had each made the purchase direct from the Booksellers for themselves, and at the same time they are stimulated to do something for themselves, as well as to ask that something may be done for them. It is believed that some such plan might be carried into effect in our own State greatly to the profit of the whole community."

In my Special Report to the Legislature in 1858, in regard to the State of New York, I said:—

"The unsatisfactory working and declining state of the Public School Library System in the State of New York, as detailed in a preceding page, is a sufficient illustration of the fruits of what is demanded by the Bookselling assailants of our Public Library System, in a Country where the private Book Trade is much more extended in its supplies and operations than in Upper Canada.

"Whether, therefore, our System of providing Public Libraries, as well as Maps, Globes and other School Apparatus, be considered in regard to the higher, or lower, grounds above stated, the conclusion is that which was expressed by the President of the American Association for the Advancement of Education, at a late anniversary of that noble Society, as quoted by the Earl of Elgin in a speech at Glasgow, after his return from Canada. The Report says:—'The President made some remarks on the difficulty in the United States of procuring proper Libraries for Schools, keeping out bad Books and procuring good ones at reasonable rates, and he strongly recommenedd the system adopted by the Education Department at Toronto, Canada West.'"

Examples of the practice in the States, and in Nova Scotia, Australia, etcetera, (which are in the main similar to that in our own Province), will be found on pages 40 and 43 of the Special Report just quoted, and pages 100 and 101 of the *Journal of Education* for June, 1867.

(5) CAUTIONS AND WARNINGS OF AMERICAN EDUCATIONISTS.

We have already cited the opinion of two prominent American authorities in favour of the Depository system adopted in this Province. In the *Journal of Education* for June, 1867, will be found Regulations similar in effect to those in this Province, which have been adopted in Michigan, Maryland, Nova Scotia and Australia.

We will now quote the following extracts from the Report of the Superintendent of Public Instruction for the State of Michigan on this subject. He says, (after speaking of some other difficulties in carrying out their Library system):—

But a worse evil grew up in the systematic plans of Peddlers to palm upon the Libraries a mass of cheap, trashy and often pernicious literature. One or two wealthy

Booksellers kept their peddling Agents traversing the State, and many are the tricks by which they boasted that they had cajoled the Inspectors. A few Libraries were well selected and well kept; but so valueless for the public good, and especially for the education of the young, had the great majority become, that all intelligent friends of education desired a change.

See an illustration of the existence of this pernicious system of peddling in our Province, given in the *Globe's* Book Trade Review for 1862.*

These "wealthy" and other "Booksellers" here mentioned were determined, however, not to permit their "trade" to be interfered with by State authority, and their next course of action in the interest of the "trade" may be best gathered from the following notice, which the State Superintendent found it necessary to issue to the Schools:—

Caution.—School Officers are especially cautioned against travelling Book Peddlers, who pretending to be Agents of the State Contractors, or asserting that they will sell cheaper than the contract prices, palm on to the Libraries inferior and cheap editions of the works selected, or of worthless Books in their places, and in common and frail bindings.

Every Book on this list is contracted for at considerably less than the publisher's retail price for the same in common binding, while the binding provided for by the contract is much more expensive, as well as durable binding, than ordinary cloth or even sheep binding

No Book Peddler can furnish these Books in equally good editions, and in equal binding, for the prices given in this Circular. . . . .

It is hoped that this simple and easy method of supplying the Libraries with Books will commend itself to the good sense of the people, and will induce a more liberal support of these valuable agencies of popular education. It would be difficult to devise a more simple plan. it is like bringing a large Book Store home to each district. A large list of good Books,—more than twice as large as any Book Store in the State can show,—has been selected, with the aid of some of the best men in the State. . . .

All orders for Books and Stationery must be sent to the State Superintendent through the Secretary of the Board of School Commissioners, the Secretary keeping an account of the same, etcetera.

Mr. C. S. Stebbins, in his "Educational Needs of Michigan," published in 1869, says:—

The founders of our School System thought Libraries indispensable to furnish reading to the young. We do not need them now so much to furnish reading as to secure the proper kind of reading. This, our present Law would do but for one fatal defect.—a defect as fatal as would be the omission of the connecting rod in a Locomotive. . . . And what kind of Books were they? Some good ones doubtless; but generally it were better to sow oats in the dust that covered them than to give them to the young to read. Every year, soon after the taxes were collected, the State swarmed with Peddlers with all the unsalable Books of Eastern Houses,—the sensational novels of all ages, tales of piracies, murders and love intrigues,—the yellow-covered literature of the world.

In the State of New York the Library System has, under the pernicious efforts of itinerant Vendors, as just pointed out, greatly declined. The New York *Teacher* thus gives some of the reasons for this decline:—

The Trustees refuse to be troubled with the care of the Library, thus consigning it to an unfavourable location in the Section, and often hide it in some dark corner of the garret, or stow it into out-buildings where its only visitors are Rats, Mice and Spiders. They exercise a low and pernicious taste in the selection of Books. Dark and bloody tales of war and bloodshed, the silly catch-penny publications of unprincipled Publishers, and the dry, uninstructive matter of some cheap old Book, usurp the place of the instructive, and elevating, the refining, the progressive issues of reputable Publishing Houses. They seem to regard it as a great evil that they cannot divert this sacred fund from its appropriate channel. Almost daily applications are made to the State Superintendent for permission to apply the Library money to the payment of Teachers' wages, and that, too, when the Section is destitute of many useful items of Apparatus; sometimes even of a Globe and Black Board.

* In the *Globe* Newspaper "Trade Review" for 1862, the Writer states that "for years the Country has been flooded with the lowest and most trashy class of literature from the American press. Books, whose only merit was their bulk and binding, have been hawked into every nook of the Province by a migratory tribe of itinerant Peddlers."

(6) Steps Taken by the Education Department for Ontario to Supply our Schools with Cheap and Useful Books, Maps and Apparatus, Etcetera.

It now remains for me to state what are the steps which have been taken by the Ontario Department to supply the Schools with Prize and Library Books, Maps and Apparatus. In 1850 and 1851, I went to England and the United States, and made special and advantageous arrangements with Publishers there to furnish the Department with such Books, etcetera, as might be required, at the lowest rates. These arrangements have been revised from time to time. The last revision was made in 1867, when the Deputy Superintendent was authorized to proceed to England to confer with the leading Publishers personally on the subject, which he did, and made arrangements with about fifty Publishers. From his Report to me on the result of his mission, I make the following extracts. He says:—

Upon enquiry I found that none of our old Publishers were disposed to offer better terms than I had ben enabled to make with them some years ago. The new Publishers, too, were as little disposed as the old ones to offer more than the usual trade terms to exporters. With several of the Publishers I had some little difficulty, when I first called, to induce them to modify their terms. They alleged that they had already given us their best export terms for cash. After sundry conferences and explanations, they were at length induced, with two or three exceptions, to agree to an additional discount for cash of 2½, 5, 7½, or 10 per cent. (as the case might be), over and above their former rates of discount to the Department. Five per cent. was the average additional discount which I was thus enabled to secure for the Department, together with the advantage, in most cases, as heretofore, of the odd Books, videlicet, 7 as 6½, 13 as 12, 26 as 24. This additional discount will be quite sufficient to pay the Customs Duty which has recently been imposed upon Books coming into the Province, and thus enable the Department to supply the Schools with a very greatly increased variety of Books at the old rate, videlicet, on an average, currency for sterling prices, *i.e.* twenty cents for the shilling sterling.

These arrangements for the purchase of Books, etcetera, having been explained to the Committee of the House of Assembly, appointed to enquire into the matter, together with the terms on which the Books are supplied to the Schools, the Committee, in 1869, reported to the House upon the facts, as follows:—

Your Committee have also made a thorough investigation of the Depository department, and find that the existing arrangements for purchasing Stock are satisfactory and well fitted for securing the same on the most favourable terms. The mode of disposing of the Books is equally satisfactory.

XIV.—Table O.—Superannuated and Worn-out Teachers of Public Schools.

1. This Table shows the age and service of each Public School Pensioner in Ontario up to the close of 1874 and the amount which he receives. The system, according to which aid is given to worn-out Public School Teachers, is as follows:—In 1853, the Legislature appropriated $2,000, which it afterwards increased to $4,000, and then to $6,000; on the adoption of the system of compulsory subscriptions, which increased the revenue to $11,800; for 1873 the vote was again increased, and for 1874 is $23,100, in aid of superannuated, or worn-out, Public School Teachers. The allowance cannot exceed $6 annually for each year the Recipient has taught School in Ontario. Each Recipient must pay a subscription to the Fund of $4 for the current year, and $5 for each year since 1854, if he has not paid his $4 any year; nor can any Teacher share in the Fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854, (when the system was established), if he began to teach before that time. When a Teacher omits his annual subscription, he must pay at the rate of $5 for that year in order to be entitled to share in the Fund when worn out. The Legislative Grant is now sufficient to pay each Pensioner the full amount permitted by Law, and it is divided among the claimants according to the number of years each one has taught.

2. It appears from the Table that 335 have been admitted to receive aid, of whom 146 have died, have not been heard from, have resumed teaching, or have withdrawn

from the Fund before, or during, the year, 1874, the amount of their subscriptions having been returned to them.

3. The average age of the Pensioners in 1874 was 65 years; the average length of time of service in Ontario was 22 years. No time is allowed Applicants, except that which has been spent in teaching a Public School in Ontario, although their having taught Schools many years in England, Ireland, Scotland, or the British Provinces, has induced the Council in some instances, to admit Applicants to the lists of worn-out Public School Teachers after teaching only a few years in this Province, which would not have been done had the Candidate taught altogether only a few years of his life.

Official Regulations in Regard to the Superannuation Fund.

4. The Regulations for the administration of the Superannuated Teachers' Fund, adopted by the Council of Public Instruction, are as follows:—

(1) Teachers who become superannuated, or worn-out, on or before the first day of January, 1854, and who produce the proofs required by Law, of character and service as such, may share in this Fund according to the number of years they have respectively taught a Public School in Ontario by depositing with the Chief Superintendent of Education the preliminary subscriptions to the fund required by Law.

(2) Every Teacher engaged in teaching since 1854, in order to be entitled, when he shall have become superannuated, or worn-out, to share in this Fund, must have contributed to it at the rate of five dollars per annum for each year, from the time when he began to teach up to the time of his first annual subscription of four dollars, (as required by the Statute), for each subsequent year during which he was engaged in teaching. No subscriptions, either for arrears or otherwise, can be received from those who have ceased to teach [and in all cases the annual payment, unless made within the year for which it is due, will be at the rate of five dollars*].

(3) No teacher shall be eligible to receive a Pension from this Fund, who shall not have become disabled for further service, while teaching a Public School, or who shall not have been worn out in the work of a Public School Teacher.

(4) All applications must be accompanied with the requisite certificates and proofs according to the prescribed forms and instructions. No Certificate in favour of an Applicant should be signed by any Teacher already admitted as a Pensioner on the Fund.

(5) In case the Fund shall at any time not be sufficient to pay the several claimants the highest sum permitted by law, the income shall be equitably divided among them, according to their respective periods of service.

(6) Communications and subscriptions in connection with this Fund, are to be sent to the Chief Superintendent of Education.

Extracts from the School Law in Regard to Teachers' Superannuation.

On the decease of any Teacher, his Wife, her Husband or other legal Representative, shall be entitled to receive back the full amount paid into the superannuation fund by such Teacher, with interest at the rate of seven per cent. per annum.

Any Teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one-half of any sums paid in by him, or her, to the Fund, (through the Public School Inspector, or otherwise).

XV.—Table P.—Educational Summary for the Province, 1874.

This Table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of Students and Pupils attending them, and the amount expended in their support. The whole number of these Institutions in 1874, was 5,165,—increase, 41; the whole number of Students and Pupils attending them was 483,861,—increase, 3,182; the total amount expended

* With respect to the arrears of subscription, it is to be observed that they can be paid at any time while the Teacher is still engaged in that capacity, not after he has ceased. No payment is required for any year during which the Teacher was not employed, or for any year prior to 1854, even if the Teacher was teaching before that time.

It is further to be remembered that payment of the arrears is not *obligatory*, but is to the interest of the Teacher, as the years (from 1854) for which there has been no subscription, will not be reckoned in making up the time of service for the Pension.

In no case are subscriptions required, except for the years of teaching, for which a Pension will be earned.

for all educational purposes was $3,587,951,—increase, $329,826; total amount available for educational purposes $3,974,256,—increase, $340,706.

XVI.—Table Q.—General Statistical Abstract of the Progress of Education in Ontario, from 1842 to 1874, Inclusive.

This most important Table is highly suggestive, as it is only by comparing the number and character of Educational Institutions at different periods, the number of Pupils attending them, and the sums of money provided and expended for their support, that we can form a correct idea of the educational progress of a Country. The statistics for such comparisons should be kept constantly before the public mind to prevent erroneous and injurious impressions, and to animate to efforts of further and higher advancement.

Congratulations have often been expressed at the great improvements which have been made in all our Institutions of Education, in regard both to the subjects and methods of teaching, as in the accommodations and facilities of instruction; also in the number of our Educational Institutions; in attendance upon them; and in the provision for their support. But it is only by analyzing and comparing the statistics contained in Table Q,that a correct and full impression can be formed of what has been accomplished educationally in Ontario during the last twenty years. Take a few items, as example. In 1842, the number of Public Schools was only 1,721. In 1851, this had increased to 3,001; and in 1874, to 4,758; and the number of Pupils attending them from 168,159 in 1851, to 464,047 in 1874. The amount paid for the support of Public Schools has been increased from $468,644 in 1851, to $2,865,332 in 1874, (not including balances not paid at the date of the local reports), including the amount paid for the purchase, erection, repairs of School Houses and for other purposes, of which there are no reports earlier than 1850, but which at that time amounted to only $56,756, and $77,336 in 1851, but which in 1874 amounted to $1,217,582, making the aggregate actually paid for Public School purposes in 1874, with the balances available and not paid out at the date of the local reports, $3,239,271. These facts will be more clearly seen from the following Table, in addition to which may be added the Normal and Model Schools, the system of uniform Text Books, Maps, Globes, Apparatus, (of domestic manufacture), Prize Books and Public Libraries:

Report for the Year.	Number of Public Schools reported.	Amount paid for Public School Teachers' Salaries.	Amount paid for erection, repairs of School-house, Fuel and Contingencies.	Balance forward each year.	Total amount available each year.
		$	$	$	$
1850.....	3,059	353,716	56,756	24,016	434,488
1851.....	3,001	391,308	77,336	16,893	485,537
1860.....	3,969	895,591	264,183	164,498	1,324,272
1861.....	4,019	918,113	273,305	189,861	1,381,279
1865.....	4,303	1,041,052	314,827	189,121	1,545.000
1866.....	4,379	1,066,880	320,353	220,738	1,607,971
1867.....	4,422	1,093,516	379,672	197,147	1,670,335
1868.....	4,480	1,146,543	441,891	200,898	1,789,332
1869.....	4,524	1,175,166	449,730	202,530	1,827,426
1870.....	4,566	1,222,681	489,380	232,303	1,944,364
1871.....	4,598	1,191,476	611,819	321,176	2,124,471
1872.....	4,661	1,371,594	835,770	322,906	2,530,270
1873.....	4,732	1,520,123	1,084,403	362,839	2,967,365
1874.....	4,758	1,647,750	1,217,582	373,939	3,239,271

XVII.—The Educational Museum and Its Contents.

This fourth branch of the Education Department is probably the most attractive, as it is both suggestive and instructive. The other three branches are:—(1) The Department proper for the administration of the Laws relative to the Public and High Schools; (2) The Normal School for the training of skilled Teachers; (3) The Depository for the supply of Maps, Apparatus and Prize and Library Books.

Nothing is more important than that such an establishment, designed especially to be the institution of the people at large,—to provide for them Teachers, Apparatus, Libraries, and every possible agency of instruction,—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the System of Popular Education,—regarding the indirect, as scarcely secondary to the direct, means of forming the taste and character of the people.

Principal Contents of the Educational Museum.

The Museum consists of a collection of School Apparatus for Public and High Schools, of Models of Agriculture and other Implements, of specimens of the Natural History of the Country, casts of antique and modern Statues and Busts, etcetera, selected from the principal Museums in Europe, including the Busts of several of the most celebrated characters in English and French History, also, copies of some of the works of the great Masters in Dutch, Flemish, Spanish, and especially of the Italian, Schools of Painting. These Objects of Art are labelled for the information of those who are not familiar with the Originals, but a descriptive historical Catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that "the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is at the same time strongly expressed that as "people of taste going to Italy constantly bring home beautiful copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity or means of travelling abroad, should be able to see, in the form of an accurate copy, some of the works of Raffaelle and other great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction is in part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario Education Grants, for the purpose of improving School Architecture and appliances, and to promote Art, Science and Literature, by the means of Models, Objects and Publications, collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears from successive Reports, to be exerting a very salutary influence, while the School of Art, connected with it is imparting instruction to hundreds in drawing, painting, modelling, etcetera.

A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, although the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of Visitors from all parts of the Country, as well as from abroad, has greatly

increased during the year, although considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

The more recent additions to the Museum may be referred to under the following heads:—

I.—Assyrian and Egyptian Sculpture.

Of the exceedingly valuable collection of Sculptures with which Mr. Layard's explorations at Nineveh have enriched the British Museum, we have several of the most interesting casts authorized by the Museum. This selection includes:—I. A Collosal, human headed, winged Bull; II. A four winged Figure with Mace; III. Slabs representing (1) Sardanapalus I., with winged Human figure and offerings, (2) the Eagle headed Deity, (Nisroch), with mystic offerings, beside the sacred Tree, (3) an Attendant, (Eunuch), with Bow and Arrows, etcetera, (4) Sardanapalus and Army besieging a City, (5) a Royal Lion Hunt, (6) Sardanapalus II. at an Altar pouring a Libation over dead Lions, (7) Sardanapalus III. and his Queen feasting after the Lion Hunt, (8) a very striking slab representing a wounded Lioness, (9-11) Horses, Lion, male and female Figures; IV. Black Obelisk from the great mount set up by Shalmaneser, (King of Assyria), about 850 years B.C. I also procured V. Two most interesting Stones, (recently added to the British Museum collection), containing Records, in cuneiform character, etcetera, of the sale of Land, about 1120 B.C.; VI. Large Statue of Memnon; VII. Lid of large Sarcophagus; VIII. Side of an Obelisk from Temple of Thoth, (from Cairo); IX. Rosetta Stone, with inscription in honour of Ptolemy.

2.—Casts of Gems, Medals, Etcetera.

(1) A beautiful sent of (470) casts of the celebrated Poniatowski Gems. (A similar collection is in the Ashmolean Museum, at Oxford). (2) A set of 170 Medals, illustrative of Roman History, the Emperors, etcetera; (3), a collection of Medals of the Popes; (4), a set of the Great Seals of England; (5), 38 Medals of the Kings of England; (6), 80 of the Kings, etcetera, of France; (7), 24 of Roman Emperors, etcetera; (8), 250 modern celebrated men; (9), besides numerous Casts of Medallions, Tazza, pieces of Armour, etcetera; (10), a beautiful collection of Casts of Leaves, Fruit, etcetera; (11), about 60 Busts, life size, of noted modern characters, etcetera.

3.—Ivory Carvings, Chromo-Lithographs, Photographs.

From the Collection of the Arundel Society, published in connection with the South Kensington Museum, have been procured, (1), a full set of 150 specimens Ivory Carvings, of various periods from the second to the sixteenth century, in Fictile Ivory; (2) 60 Chromo-lithographs, beautifully coloured, illustrating Italian Art; (3), 573 Photographs of National Portraits, illustrative of English History, including the Tudor period; (4), 400 miscellaneous Photographs of Objects of Art, Scenes, etcetera; (5) 170 Engravings of modern Sculpture.

4.—Electrotypes of Art Treasures.

Of the rich and beautiful collection of Elkington and Franchi's Electrotpyes of Art Treasures in the South Kensington collection, we have only a small collection, owing to the expense of the copies for sale.

5.—Samples of Food Analysis.

We were enabled to procure from the Authorities of the South Kensington Museum a full set of the printed Labels of the numerous samples of Food Analysis, exhibited in the Museum. We have specimens of the Analysis Boxes with glass covers so as to enable us to form a similar collection, on a smaller scale, for our own Museum. This

collection, when made, will form a most interesting and instructive study for the Farmer and food consumers.

6.—Specimens of India Rubber Manufactures.

Through the kindness of Messieurs Macintosh and Company, the eminent India Rubber Manufacturers of Manchester, we obtained several interesting specimens of Rubber-work, illustrative of the various uses to which India Rubber is applied. Some of these specimens are highly artistic in design.

7.—Various Naval Models.

Beautiful Models of War and Merchant Ships, Yachts and Boats, including a line of Battle Ship, Steam Ram and Steam Vessels.

8.—Miscellaneous Examples.

Greek, Roman and English Coins, with a few curiosities and specimens of Natural History, etcetera. Samples of Esquimaux dress, etcetera.

Some striking Photographs of Objects and Places in India, from the India Office in London, and Models from the National Life-Boat Association.

The South Kensington Museum is unrivalled in the beauty and extent of its internal fittings and arrangements, no less than in the extent and value of its collections of Objects of Art, and of industrial and practical value, as well as of articles of *vertu* of great historical interest. It is itself the Parent Institution of many of the admirable collections and local Museums and Schools of Art throughout the three Kingdoms. The travelling collections of Objects of Art, which it sends to the local Exhibitions of these Schools of Art are most varied and interesting. This, it may well be said, is "object teaching" on a grand scale, and in a most attractive form, for the adult masses of England, Ireland and Scotland, and so it emphatically is. This is clearly the policy of the Educational Authorities in England at present, as it has been for years to some extent on the Continent of Europe. Looking over these large and attractive popular Museums, it is gratifying that we have thus far been enabled, by the liberality of our own Legislature, to keep pace in a humble degree with the great efforts which are now being systematically made in England to popularize Science and Art. These efforts are not only designed to promote this object, but at the same time they tend to interest and instruct the masses, not only by cultivating the taste, but by gratifying and delighting the eye by means of well-appointed Educational Museums and Popular Exhibitions.

XVIII.—Report of the Inspectors of High Schools.

I desire to direct special attention to the Report of the Inspectors of High Schools, which will be found in Appendix A. The Report of the Inspectors, Messieurs J. A. McLellan, LL.D., J. M. Buchan, M.A., and S. Arthur Marling, M.A., this year is alike replete with practical remarks and suggestions.

XIX.—Extracts from Reports of Inspectors of Public Schools.

In all of the most important Reports both in Great Britain and the neighbouring States, a large space is devoted to extracts from local Reports, as illustrating the practical working of the Educational System, the inner and practical life of the people in their social relations and development, and their efforts and even struggles in the newer parts of the Country, to educate their children. I have, therefore, appended the many excellent remarks which I have received from the Inspectors on the condition and working of our Public Schools.

Conclusion—Notes of Progress.

In concluding this Report for 1874, I may be permitted to note the progress which has been effected in the development of the Public School System, of which I took charge in 1844. At that time there were 2,706 Public School Teachers; in 1874, there were 5,736,—increase, 3,030. In 1844, the amount paid for Salaries of Teachers was $206,856; in 1874, the amount paid for Salaries of Teachers, was $1,647,750,—increase, $1,440,894. In 1844, the total amount raised and expended for Public School purposes was $275,000; in 1874, it was $2,865,332,—increase, $2,590,332. In 1844, the number of Pupils in the Public Schools was 96,756; in 1874, the number of Pupils in the Public Schools was 464,047,—increase, 367,291. In 1844, the number of School Houses was 2,505; in 1874, the number was 4,827,—increase, 2,322. The number of Log School Houses in 1844, was 1,344; in 1874, 1,115,—decrease, 229. The number of Frame School Houses in 1844, was 1,028; in 1874, 2,080,—increase, 1,052. The number of Stone School Houses in 1844, was 84; in 1874, 463,—increase, 379. The number of Brick School Houses in 1844, was 49; in 1874, 1,169,—increase, 1,120. These are mere naked figures, which convey no idea of the improved character, furniture and fittings up of the School Houses, the improved character, uniformity, and greater cheapness of the Text Books, the introduction of Maps, Globes, Blackboards, etcetera, in the Schools, the improved character, qualifications and position of Teachers and their teaching. In 1844, Maps and Globes were unknown in the Public Schools; up to 1874, 2,785 Globes, and 47,413 Maps and Charts have been furnished to the Schools,—nearly all of which are now manufactured in the Country. In 1844, there were no Public School Libraries, or Library Books; in 1874, there were 1,334 Public School Libraries, containing 266,046 Volumes, provided and sent out by the Department. In 1844 there were no Prize Books distributed as rewards for good conduct, diligence and success in the Schools; up to 1874, 766,645 Prize Books had been sent out by the Department and distributed in the Schools. In this summary statement, no mention has been made of the Normal and Model School and their work, the standard of qualifications and examinations of Teachers, and the improved organization and inspection of the Schools.

In regard to the Grammar, or High, Schools, the duty was imposed upon me in 1852, of framing and administering the Law respecting this important class of our public institutions. The number of these Schools then in existence was 84; the number in 1874, was 108,—increase, 24. The number of Pupils in 1852, was 2,643; the number of Pupils in 1874, was 7,871,—increase, 5,228. In 1852, the amount of the Legislative Grant, or Grammar School Fund, was $20,567; in 1874, it was $75,553; besides a sum equal to half that amount to be raised by County and City Councils, and corporate powers in Boards of Trustees to provide additional means for the payment of Teachers, and the building and repair of School Houses, many of which are now among the finest School Buildings in the Province. In 1852, the amount paid for Salaries of Teachers, was $38,533; the amount paid for Salaries of Teachers in 1874, was $179,946,—increase, $141,413. In 1852, the Grammar Schools received Pupils from their a, b, c upwards; now Pupils are only admitted on an Entrance Examination from the Fourth Form of the Public Schools, and the High Schools have uniform Programmes and Text Books, and are under the semi-annual inspection of three able Inspectors.

It is by the co-operation of successive Administrations of Government and Parliaments, and the noble exertions of the Country at large, that this great work has been developed and advanced to its present state.

This Report for 1874 is probably my last Annual Report, although my own personal work in the Department may not close before the end of the current year, 1875.

On retiring from the Department in the seventy-third year of my age, I may address a Circular of a few parting words to Municipal Councils, Boards of Trustees and Teachers, by whom I have been so nobly seconded in our Country's greatest work, and with whom I have been associated in the most cordial relations one year more than the historical generation of man.

Toronto, October, 1875. Egerton Ryerson.

CHAPTER XVIII.

I.—FINANCIAL EDUCATIONAL STATEMENTS OF ONTARIO FOR 1874.

MUNICIPALITIES.	Public Schools.			High Schools.			Other Institutions.			Grand Total.				
	Number of Public Schools.	Number of Public School Pupils.	Amount expended for Public School purposes.	Number of High Schools.	Number of High School Pupils.	Amount expended for High School purposes.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions.	Total number of Educational Institutions.	Total number of Pupils attending them.	Total amount expended for Educational purposes.	Balances unexpended.	Total amount available for Educational purposes.
			$ c.			$ c.			$ c.			$ c.	$ c.	$ c.
Glengarry	73	4,956	17,753 34	2	77	3,027 14	4	110	1,600 00	79	5,143	22,380 48	3,660 26	26,040 74
Stormont	77	5,044	27,953 67	1	43	1,546 55	2	126	350 00	80	5,213	29,850 22	2,199 86	32,050 08
Dundas	88	5,403	25,238 76	2	162	3,065 05	....	.....	.....	90	5,565	28,303 81	2,668 99	30,972 80
Prescott	63	3,428	13,046 52	3	100	4,501 93	....	.....	.....	66	3,528	17,548 45	2,523 77	20,072 22
Russell	53	3,367	16,595 08	1	21	831 26	....	.....	.....	54	3,388	17,426 34	1,615 57	19,041 91
Carleton	122	8,606	46,118 81	1	29	762 44	4	67	495 00	127	8,702	47,376 25	7,034 83	54,411 08
Grenville	87	6,016	37,394 88	2	118	2,448 01	2	29	218 00	91	6,163	40,060 89	4,591 84	44,652 73
Leeds	157	9,930	61,106 17	3	187	5,173 29	5	39	627 00	165	10,156	66,906 46	7,931 60	74,838 06
Lanark	126	8,970	55,293 04	5	276	7,572 89	2	28	307 00	133	9,274	63,172 93	3,231 53	66,404 46
Renfrew	121	6,755	36,554 80	3	103	3,276 33	2	36	191 00	126	6,894	40,022 13	3,013 66	43,035 79
Frontenac	125	7,217	38,599 16	1	35	1,597 98	4	28	229 00	130	7,280	40,426 14	4,935 07	45,361 21
Lennox and Addington	108	7,350	41,719 61	2	193	11,565 19	4	122	307 00	114	7,665	53,591 80	5,685 36	59,277 16
Prince Edward	83	5,537	33,525 73	1	103	2,256 12	2	68	510 00	86	5,708	36,291 85	6,146 66	42,438 51
Hastings	152	12,744	72,892 72	3	171	9,134 04	5	219	26,000 00	160	13,134	108,026 76	10,248 90	118,275 66
Northumberland	113	10,825	66,132 54	4	259	7,660 22	12	206	36,000 00	129	11,290	109,792 76	8,692 72	118,485 48
Durham	104	10,553	65,084 27	3	205	7,170 34	5	78	1,921 00	112	10,836	74,175 61	5,572 77	79,748 38
Peterborough	104	7,188	39,535 57	2	278	10,333 47	4	76	350 00	110	7,541	50,219 04	6,183 96	56,403 00
Victoria	105	10,086	63,038 53	3	181	4,925 56	1	34	717 00	109	10,301	68,681 09	8,216 73	76,897 82
Haliburton	23	801	8,317 56	....	.....	.....	.....	.....	.....	23	801	8,317 56	67 80	8,385 36
Ontario	124	13,942	89,211 99	4	415	8,933 08	7	113	1,221 00	135	14,470	99,366 07	6,479 01	105,845 08
York	160	17,426	112,025 64	4	238	7,159 08	12	300	3,398 00	176	17,964	122,582 72	19,180 69	141,763 41

I.—FINANCIAL EDUCATIONAL SUMMARY FOR ONTARIO FOR THE YEAR 1874.—*Continued.*

MUNICIPALITIES.	Public Schools.			High Schools.			Other Institutions.			Grand Total.			Balances unexpended.		Total amount available for Educational purposes.	
	Number of Public Schools.	Number of Public School Pupils.	Amount expended for Public School purposes.	Number of High Schools.	Number of High School Pupils.	Amount expended for High School purposes.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions.	Total number of Educational Institutions.	Total number of Pupils attending them.	Total amount expended for Educational purposes.				
			$ c.			$ c.			$ c.			$ c.	$	c.	$	c.
Peel	80	7,597	56,867 02	2	93	2,580 78	7	49	196 00	89	7,739	59,643 80	7,382	61	67,026	41
Simcoe	198	19,493	104,217 75	3	171	4,185 08	4	200	231 00	205	19,864	108,633 83	12,398	58	121,032	41
Halton	60	6,224	48,761 02	1	46	3,198 72	4	206	248 00	65	6,476	52,207 74	3,818	19	56,025	93
Wentworth	73	8,962	72,412 10	2	155	4,471 50	6	275	1,200 00	81	9,392	78,083 60	8,637	22	86,720	82
Brant	70	8,219	52,452 22	4	273	16,414 42	10	418	1,467 00	84	8,910	70,333 64	4,280	52	74,614	16
Lincoln	78	8,207	57,152 52	5	381	12,173 55	4	209	1,000 00	87	8,797	70,326 07	8,371	90	78,697	97
Welland	87	7,707	51,112 28	4	183	5,506 86	2	96	132 00	93	7,986	56,751 14	10,398	29	67,149	43
Haldimand	83	6,936	46,031 31	3	164	4,249 30	4	64	138 00	90	7,164	50,418 61	6,689	15	57,107	76
Norfolk	105	9,703	44,673 16	3	110	3,436 03	3	238	115 00	111	10,051	48,224 19	8,679	25	56,903	44
Oxford	118	13,578	89,048 73	2	178	4,806 55	12	295	6,000 00	132	14,051	99,855 28	14,952	43	114,807	71
Waterloo	98	11,625	74,848 61	2	349	9,666 66	4	121	327 00	104	12,095	84,842 27	11,715	25	96,557	52
Wellington	169	19,594	119,061 32	4	206	6,385 93	10	396	1,942 00	183	20,196	127,389 25	11,585	61	138,974	86
Grey	212	19,478	93,233 76	1	173	2,188 40	10	324	610 00	223	19,975	96,032 16	11,053	91	107,086	07
Perth	119	14,669	101,608 98	4	285	11,404 73	4	85	1,218 00	127	15,039	114,231 71	13,867	76	128,099	47
Huron	174	21,517	131,961 13	2	133	7,456 28	10	180	500 00	186	21,830	139,917 41	16,931	43	156,848	84
Bruce	137	16,688	95,365 12	2	117	2,024 06	3	122	290 00	142	16,927	97,679 18	15,175	55	112,855	73
Middlesex	197	19,506	125,128 78	3	187	7,464 49	7	260	1,721 00	207	19,953	134,314 27	12,451	90	146,766	17
Elgin	101	10,384	62,682 69	3	196	4,248 13	2	48	140 00	106	10,628	67,070 82	11,184	43	78,255	25
Kent	116	12,021	69,363 93	1	54	1,878 58	5	129	210 00	122	12,204	71,452 51	9,128	50	80,581	01
Lambton	135	12,843	79,286 91	1	98	1,880 25	7	367	495 00	143	13,308	81,662 16	5,504	96	87,167	12
Essex	95	9,320	72,859 55	1	53	1,800 00	10	382	4,500 00	106	9,755	79,159 55	6,371	90	85,531	45
Districts	11	685	4,553 00	.....	.....	.....	.....	.....	.....	11	685	4,553 00	809	96	5,362	96
Toronto	23	13,202	93,631 05	1	237	9,221 98	45	2,563	121,200 00	69	16,002	224,053 03	18	08	224,071	11
Hamilton	17	6,812	49,319 15	1	435	13,359 15	14	582	22,500 00	32	7,829	85,178 30	1,362	54	86,540	84
Kingston	10	3,258	17,996 00	1	123	5,744 83	10	647	28,800 00	21	4,028	52,540 83	2,543	63	55,084	46
London	11	4,763	31,299 31	1	189	4,979 59	3	452	34,500 00	15	5,404	70,778 90	11,510	67	82,289	57

I.—FINANCIAL EDUCATIONAL SUMMARY FOR ONTARIO FOR THE YEAR 1874.—*Concluded*

MUNICIPALITIES.	Public Schools.			High Schools.			Other Institutions.			Grand Total.				
	Number of Public Schools.	Number of Public School Pupils.	Amount expended for Public School purposes.	Number of High Schools.	Number of High School Pupils.	Amount expended for High School purposes.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions.	Total number of Educational Institutions.	Total number of Pupils attending them.	Total amount expended for Educational purposes.	Balances unexpected.	Total amount available for Educational purposes.
			$ c.			$ c.			$ c.			$ c.	$ c.	$ c.
Ottawa	13	4,913	54,367 12	1	88	32,927 70	19	756	23,000 00	33	5,757	110,294 82	39,599 40	149,894 22
Normal and Model Schools							3	800	22,042 79	3	800	22,042 79		22,042 79
Public School Inspection and County Examinations			56,233 07									56,233 07		56,233 07
High School Inspection						6,195 62						6,195 62		6,195 62
Superannuated Teachers			22,802 75									22,802 75		22,802 75
Other Institutions									1,629 94			1,629 94		1,629 94
Grand Total, 1874	4758	464,047	2,944,368 73	108	7871	292,789 14	299	11,943	350,793 73	5165	483,861	3,587,951 60	386,305 20	3,974,256 80
Do 1873	4732	460,984	2,676,923 07	108	8437	240,076 65	284	11,258	341,125 36	5124	480,679	3,258,125 08	375,424 98	3,633,550 08
Increase	26	3,063	267,445 66	...	....	52,712 49	15	685	9,668 37	41	3,182	329,826 52	10,880 22	340,706 72
Decrease					566									

NOTE.—Towns and Villages are included in their respective Counties.

II.—FINANCIAL STATEMENT IN REGARD TO MAPS, APPARATUS, PRIZE AND LIBRARY BOOKS SUPPLIED TO THE HIGH AND PUBLIC SCHOOLS OF ONTARIO, 1851-1874.

TABLE showing the value of articles sent out from the Education Depository during the years 1851 to 1874 inclusive.

Year	Articles on which the 100 per cent. has been apportioned from the Legislative grant.		Articles sold at catalogue prices without any apportionment from the Legislative Grant.	Total value of library, prize and school books, maps and apparatus despatched.
	Public School Library books	Maps, apparatus and prize books.		
	$ cts.	$ cts.	$ cts.	$ cts.
1851	.....	.....	1414 00	1414 00
1852	.....	.....	2981 00	2981 00
1853	.....	.....	4233 00	4233 00
1854	51376 00	.....	5514 00	56890 00
1855	9947 00	4655 00	4389 00	18991 00
1856	7205 00	9320 00	5726 00	22251 00
1857	16200 00	18118 00	6452 00	40770 00
1858	3982 00	11810 00	6972 00	22764 00
1859	5805 00	11905 00	6679 00	24389 00
1860	5289 00	16832 00	5416 00	27537 00
1861	4084 00	16251 00	4894 00	25229 00
1862	3273 00	16194 00	4844 00	24311 00
1863	4022 00	15887 00	3461 00	23370 00
1864	1931 00	17260 00	4454 00	23645 00
1865	2400 00	20224 00	3818 00	26442 00
1866	4375 00	27114 00	4172 00	35661 00
1867	3404 00	28270 00	7419 00	39093 00
1868	4420 00	25923 00	4793 00	35136 00
1869	4655 00	24475 00	5678 00	34808 00
1870	3396 00	28810 00	6175 00	38381 00
1871	3300 00	30076 00	8138 00	41514 00
1872	4421 00	42265 00	10481 00	57167 00
1873	3834 00	42902 00	7010 00	53746 00
1874	5337 00	44631 00	8547 00	58515 00

BOOKS IMPORTED INTO ONTARIO AND QUEBEC.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of books (not maps or school apparatus) imported into Ontario and Quebec.

Year	Value of books entered at ports in the Province of Quebec.	Value of books entered at ports in the Province of Ontario.	Total value of books imported into the two Provinces	Proportion imported for the Education Department of Ontario.
	$ cts.	$ cts.	$ cts.	$ cts.
1850	101880 00	141700 00	243580 00	84 00
1851	120700 00	171732 00	292432 00	3296 00
1852	141176 00	159268 00	300444 00	1288 00
1853	158700 00	254280 90	412980 00	22764 00
1854	171452 00	307808 00	479260 00	44060 00
1855	194356 00	338792 00	533148 00	25624 00
1856	208636 00	427992 00	636628 00	10208 00
1857	224400 00	309172 00	533572 00	16028 00
1858	171255 00	191942 00	363197 00	10692 00
1859	139057 00	184304 00	323361 00	5308 00
1860	155604 00	252504 00	408108 00	8846 00
1861	185612 00	344621 00	530233 00	7782 00
1862	183987 00	249234 00	433221 00	7800 00
1863	184652 00	276673 00	461325 00	4085 00
½ of 1864	93308 00	127233 00	220541 00	4668 00
1864–5	189386 00	200304 00	389690 00	9522 00
1865–6	222559 00	247749 00	470308 00	14749 00
1866–7	233837 00	273615 00	507452 00	20743 00
1867–8	224582 00	254048 00	478630 00	12374 00
1868–9	278914 00	373758 00	652672 00	11874 00
1869–70	220371 00	351171 00	571542 09	13019 00
1870–1	146435 00	411518 00	557953 00	13078 00
1871–2	212644 00	477581 00	690225 00	20315 00
1872–3	221978 00	540143 00	762121 00	16597 00
1873–4	246926 00	530434 00	777360 00	16789 00

CHAPTER XIX.

CORRESPONDENCE BETWEEN ATTORNEY-GENERAL MOWAT AND THE CHIEF SUPERINTENDENT OF EDUCATION.

I. The Chief Superintendent of Education to Attorney-General Mowat.

You are aware that to the present and preceding Administration I have more than once suggested the advisableness, and even expediency, of making the Education Department a strictly Governmental Department, to be presided over by a Minister of the Crown, with a seat in Parliament. My Official Letters to the Honourable M. C. Cameron, when Provincial Secretary, and to the Honourable Edward Blake, when Premier, contain my reasons for this recommendation,—reasons strengthened in my own mind by the observation and experience of every year.

The objection to my recommendation has been two fold:—1. No one could fill my place, from my long experience, and my having devised and developed the Provincial System of Popular Education. 2. The Department would be in danger of becoming political. To the former of these objections it may be replied, that I cannot live always,—the change cannot be long deferred, and had better take place before my faculties become impaired, and while I could give, when desired, the results of my own experience and observation. To the latter objection it may be replied, that there is no need of the Administration of the Department being political, because presided over by a Political Head. The avowal that the Department would be administered impartially, without reference to denomination, or party, in regard to all Appointments as well as Decisions, would be satisfactory to all parties, and strengthen any Head of the Department, and any Government making such an avowal, and would continue to strengthen them, in proportion to the fidelity with which they should fulfil it.

I believe that the real and only safety of the School System in all the integrity and efficiency of its administration, and in its wide complications and varied interests, depends upon its being brought more immediately under the review and guardianship of the Representatives of the People.

Impressed with these views and the consciousness of advanced years, and understanding that there is now a disposition on the part of the Government to consider seriously and practically the question, I desire to relieve the Government of all embarrassment on the subject of placing my Office at their disposal, although, in case such a measure be not deemed expedient by the Government, I am willing to continue in my Office as long as I may be able to perform its duties.

In regard to myself, I beg to say, that, should the Government think proper to adopt the measure above referred to, I will at all times hold myself at the disposal of the Minister of Public Instruction, and although I should never volunteer advice, I would readily answer any questions he might think proper to propose, and give any information in my power that he, from time to time, might desire. And I would also be willing, if desired, to continue to act as a Member of the Council of Public Instruction.

I would be glad to have an enquiry instituted as to the comparative prices of School Books for the from 200,000 to 400,000 children in our Schools before and since 1850, and my getting adopted and having had permission to reprint the Series of Books of the National Board of Education for Ireland. The impulse that was then first given to the Publishing and Book trade in this Province has continued to this day, and I believe that such an enquiry would show that the measures I have originated and matured in these respects, have advantaged the Country hundreds of thousand of dollars, apart from the improved character and benefit of uniform Books for the Schools, and apart from the development of the local manufacture of School Maps and various School

Apparatus, apart also from the introduction of some thousands of heretofore unknown and useful Works for School Libraries and Prizes, and irrespective of the School System generally.

Whether in or out of Office,—I desire and purpose to labour as much, to the utmost of my strength in the future, as in the past, for what I believe will be useful to my Country; and I hope and trust that my means of support for literary work, and for usefulness, will not be diminished.

TORONTO, June 12th, 1875. EGERTON RYERSON.

II. THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

In my conversation with you on Saturday afternoon, I forgot to mention two or three things.

1. I do not like the idea of being a mere pensioner, even with the largest allowance; and I can easily conceive that it may encounter some opposition, upon the ground that certain persons are opposed to the principle of pensions. This may be avoided, by my retaining an honourary title of office, relieved from the actual charge of the Department, but subject to give such assistance to the cause, or interests, of Public instruction, as the Government may, from time to time, require, and I may be able to give. In such case, I would undertake the revision of all School Text Books now in use, or which may be deemed necessary, by calling upon some of the most skilful and experienced Teachers in regard to the subjects of each Book, requesting them to come to Toronto, and consult upon and prepare the revision in an informal Committee, or Council, with them, and lay the result in each case before the Council of Public Instruction, if continued, or before the Minister of Public Instruction,—allowing each of the Teachers, or ex-Teachers thus employed, five, or six dollars a day out of the Grant made for the revision of School Text Books. I purpose to pursue this course now, as Doctor Daniel Wilson and others, who have assailed me, have done nothing, and are not likely to do anything in the matter. I have given them a whole year to see what they would do, and I will now take it in hand, and show what may be done, at a mere pittance of expense, and giving a corrected, or revised, copy of each Book when done and agreed upon to be furnished, to each Publisher of the Book.

2. In case of the appointment of a Minister of Public Instruction, I will forego all pressing for a Parliamentary Investigation, provided such Minister will assure the House, or Public, that he will with such assistance as he may think needful and select, inquire into the whole past management of the Education Department, with the Depository, and report the result to the House at the next Session. I think this is fair; but, if it be not approved, I must then do all in my power to obtain a Parliamentary Investigation. The objection that a Committee of Members have not time, I have proved to be imaginary in two or three instances. The fact is Members have time to do what they like to do. I think I may claim to be entitled to such investigation, at my age, and after my period of service, and whenever the Newspaper Organ of the Government has persistently accused, and does accuse me in the most unscrupulous and scandalous manner. I do object to a Commission selected, or packed under *Globe* inspirations, or influence, and interjected, under the circumstances between this and the approaching Meeting of the Legislature. But I should not object to a Commission at any moment, provided that that Commission be selected from Members elect of the Legislative Assembly, or taken from both sides. I believe such a Commission would not act under *Globe* dictation or fear. I, as well as the Council of Public Instruction, have solicited you again and again to institute an inquiry into everything concerned with the proceedings of the Council and the Education Department and Depository; I have solicited you more than once during the past year; you have refused; but if what you have refused to me, you do at the instigation of my enemies at this juncture, I can readily understand, and the Public will understand, the import of your action, and I can easily conceive how the same influence will control the personnel of the Com-

mission. I have no doubt of your sincere desire to do justice; but I fear, that with your relations to, and the influence of, *The Globe*, you are not in a position to do impartial justice to me, or to the Department under my care. If I am mistaken, and my fears are groundless, I shall readily make the fullest reparation; but I cannot voluntarily consent to remain in office without an inquiry, such as I desire, being made.

Toronto, August 23rd, 1875. Egerton Ryerson.

III. Attorney-General Mowat to the Chief Superintendent of Education.

The four Government appointments to be made to the Council of Public Instruction will be the Honourable William McMaster, Mr. William McCabe, Vice-Chancellor S. H. Blake, and Mr. T. Gibson, M.P.P.

Toronto, September 8th, 1875. Oliver Mowat.

IV. The Chief Superintendent of Education to Attorney-General Mowat.

I have returned from Ottawa, and I am prepared to confer with you at your convenience, according to your request, in regard to the minor appointments to the Normal School there.

At the moment of my departure for Ottawa, there was put into my hands a Note from you, giving the names of new appointments to the Council of Public Instruction. Against these appointments, with one, or two, exceptions, I must respectfully offer my individual protest, as making the Council, as far as Government appointments can make it, a packed political party, contrary to all precedent, and the understanding of all parties for thirty years, as ignoring every recommendation I have made, such as the Very Reverend Dean Grasett, the Reverend Doctor Jennings, Mr. John Macdonald, M.P., or Mr. Robert Wilkes, and continuing reappointing those who have scarcely at all attended to the business of the Council the past year, and who when there, have been more noted for their hostility to me than for anything else. Of course, all the affairs of the Department must now come before Parliament,—the Master of us all,—and I am resolved, as far as in my power, that the Parliamentary investigation shall be all-sided, and not one-sided only. I am for peace and progress; but if war there must be, I accept it, and appeal to the Cæsar of the Representatives of the People, where I will fight it out to the bitter end, in the defence of the Department and integrity of the School System, as belonging to one Party equally with the other, both in the Legislative Assembly and throughout the Land. I am resolved that the great work of my life for my Country shall not be strangled and destroyed without a final struggle on my part to maintain it inviolate, upon the principles on which it has been founded, developed and sustained by united exertions and labour of all Parties during more than a quarter of a Century.

Toronto, September 13th, 1875. Egerton Ryerson.

V. The Chief Superintendent of Education to Attorney-General Mowat.

When I received your Note of the 8th instant at the moment of my leaving for Ottawa, I read it that the appointments to vacancies in the Council of Public Instruction had been made, put the letter in my Overcoat Pocket and did not look at it again until yesterday. I wrote my Letter of the 13th instant under the impression that the appointment had been made and expecting my own forced retirement with the proscription of fellow Labourers, who had faithfully toiled with me for more than twenty-five years, and who, I had reason to believe, had been ostracised on account of their agreement and actions with me in the Council of Public Instruction. I felt that, under such circumstances, I should stand, or fall, with them, in support of principles to which the School System owes it success, vitality and power.

But observing that no appointments had been gazetted, and inferring therefrom that the appointments could not have been made, I searched for and found yesterday

your Note of the 8th instant, in which I find that you spoke of the intended future, and not of the past.

Under these circumstances I feel that my Letter of the 13th instant was, at least. premature; and I desire to withdraw it, and respectfully request that you will return it to me, and consider my having said nothing beyond my earnest recommendations, in conversation, of the reappointment of the Very Reverend Dean Grasett, who has not been absent from one of the sixteen Meetings of the Council during the past year, and on an average not absent more than once in a year from a Meeting of the Council during twenty-nine years; and the Reverend Doctor Jennings, who has been almost as punctual, and equally faithful for twenty-five years; and Mr. John Macdonald, or Mr. Robert Wilkes, in place of Mr. McCabe. I may add the name of Mr. Thomas Moss, Vice Chancellor of the University, as a more eligible man than Vice Chancellor Blake, who has never been in a Public, or High, School. Judge Morrison was requested by you to resign his seat in the Council on account of his judicial duties. How another Judge can have less judicial duties to perform I cannot imagine.

I may here remark, that for twenty-eight years, no appointment was made to the Council of Public Instruction, without consultation with me and upon receiving my recommendation. This was upon the ground, as stated in a Letter to me by the present Chief Justice Draper, when requesting me to submit the names of the first Council in 1846, that, as it devolved on me to devise and administer the School System, I was responsible for it, and was entitled to such assistance provided by Law as I deemed necessary. This principle has been acted upon by every Premier, except yourself, during my long, and, I think I may say, successful career. You are the first Premier, during my whole official life, to make appointments to the Council not only without permitting me to know your intentions, but against my earnest remonstrances, and all from one political party.

Whatever technically may have been, or may be, my official relations, I have always been regarded and treated as the Head of the Department, developed by my own labours to become the most extensive, responsible and difficult to the Public Service. But you have changed all this, and although treating me with personal courtesy, have treated me officially as a Clerk, and have pursued a course painfully embarrassing to me, and tending, as it has appeared to me, to make the Department and School System subservient to political party purposes, and that under the worse form,—far more to be dreaded than any thing that can arise under a Minister of Public Instruction, who is a Member of, and responsible to, the Legislative Assembly.

I put it to yourself, whether it is not an anomaly without a precedent, or a parallel, that a Person should occupy such a position of duty and difficulty, and relation to the School System and to the whole Country, as I do, and have done for thirty years, now to have appointed to act with me, as Councillors, Gentlemen all of one Political Party, and some of them notoriously hostile to me personally? I will ask whether you would like to be placed in such circumstances, and whether you would not use all lawful means in your power to secure for yourself the protection of the highest tribunal in the Land?

In the meantime, and with more earnestness than ever I desire the appointment of a Minister of Public Instruction, under the conditions and responsibilities explained to you both by my Letters and in my conversation, and, if Mr. Crooks will accept that office, as I have again and again urged him to do, I will leave all parliamentary and individual inquiry into the Department entirely at his disposal,—believing in his scholarship, his ability, and honour as a Christian man,—and will give public expression to these sentiments and feelings for the information of my Friends, and the Friends of Public Education throughout the Country.

Toronto, September 17th, 1875. Egerton Ryerson.

Note.—There is no record among Doctor Ryerson's Letters, or Papers, of any Reply having been received to this Letter.

VI. Attorney-General Mowat to the Chief Superintendent of Education.

The proposition for appointing a Minister of Education will meet with some opposition, and it is not, I find, entirely approved of by some of our own friends. I should like, therefore, to be armed with such facts, etcetera, as may bear upon the subject, in case I should have occasion to use them. Have you written anything on the subject in any of your Public Reports?

Can you refer me to where I can get information with reference to the powers and position of the Minister of Public Instruction in France, Prussia, etcetera? Also as to any other Countries in which such an Official exists?

What Minister attends to such matters in England, and what are his powers and duties?

In several of the United States I am aware that a Superintendent of Education is elected, as the other Executive Officers are. Is there anywhere a synopsis of the provisions of the Law as to such Officers in the various States?

Perhaps you can give such directions to some of the Officials of your Department that they may facilitate my work in regard to the above matters. A private Memorandum from yourself would be valuable.

Toronto, November 30th, 1875. Oliver Mowat.

Note. Such information as was asked for by Mr. Mowat, and was available in the Department, was sent to him.

CHAPTER XX.

PERSONAL CORRESPONDENCE OF THE CHIEF SUPERINTENDENT OF EDUCATION, 1875.

I. The Chief Superintendent of Education to Doctor Widdifield, M.P.P.

I desire to thank you most sincerely for your kind and complimentary references to myself in your admirable Speech in moving the Answer in the Legislative Assembly to the Lieutenant-Governor's Speech.

I appreciate your friendly expressions the more highly, as I had not the pleasure of any personal acquaintance with you, not so much as even to know you by sight, until after the Dinner at the Government House, the other Evening.

Although no one can be more conscious than myself of my many defects and mistakes in my past life, I can say truly that I have had but one object in view in devising, developing and administering our School System, namely, the good of my Native Country, irrespective of political party, or Religious Denomination; and I desire to retire from office on equal terms of friendship with all parties, by whom I have been assisted, as well as co-operated with by the Country at large, in the great work of the last thirty years of my life.

Toronto, November 27th, 1875. Egerton Ryerson

II. Doctor Widdifield to the Chief Superintendent of Education.

Your kind Communication of this Morning, thanking me for my reference to your invaluable labours in the cause of Education, during the debate on the Address, in answer to the Speech of the Lieutenant-Governor, has afforded me, I assure you, a great deal of pleasure.

I said what I did, simply from a sense of duty, because I felt that I, myself, in common with the rising generation of young Canadians, owe you a debt of gratitude that we will probably never be able to repay. While all classes of the people of Ontario, irrespective of party, regret sincerely your retirement from active public life, we feel that you have indeed earned that privilege; and that you will leave behind you, in the System of Public Instruction which you have established, a monument more enduring than anything material could possibly be.

TORONTO, November 29th, 1875. J. W. WIDDIFIELD.

III. ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I return to you the Report of the Pubic School Inspectors, etcetera. I have looked over them with interest, and am much obliged to you for giving me the opportunity of doing so. I heartily participate in the interest which you take in the Schools of new settlements of the Province.

TORONTO, October 9th, 1875. OLIVER MOWAT.

IV. PUBLIC SCHOOL INSPECTOR MORGAN, M.A., TO THE CHIEF SUPERINTENDENT.

At the risk of being considered intrusive I write to express to you my utmost sympathy with you in the unjust and unwarrantable persecution to which you are being subjected in the present Council of Public Instruction. I am fully aware that so weak and powerless an opposition, as is that offered to you, can affect you but little, it cannot but be very disappointing to find, when you have grown old in the service of our Educational interest, those who should do all in their power to aid you, employing every faculty to perplex and annoy. You doubtless know that the large body of Public School Inspectors are at one with you on the question before the Council, but you may not be aware that the universal feeling, at least throughout the County of Simcoe, is one of unmixed pleasure at the noble defence of the Depository Branch of our School System, which you have made.

BARRIE, September 29th, 1875. JAMES C. MORGAN, Inspector.

CHAPTER XXI.

PROJECTED NORMAL SCHOOLS FOR ONTARIO, 1875.

1. ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

We would like to see you about the Normal School at Ottawa. The Tenders are for something over $80,000. It is absolutely necessary, if we are to go on with this Normal School, that the whole Expenditure for the principal Building and Outbuildings, Fences, Furniture, etcetera, should be within the sum for which we took a vote, namely $80,000. How are we to reduce the cost of the Building so as to accomplish this?

I will be glad if you could make it convenient to come over and see myself individually on this subject and in regard to some other matters.

TORONTO, July 9th, 1875. OLIVER MOWAT.

NOTE. At the Chief Superintendent's consultation with the Attorney-General, the details of the proposed Expenditure for the new Normal School at Ottawa were arranged.

II. Attorney-General Mowat to the Chief Superintendent of Education.

I perceive that the Council of Public Instruction have made their selection of Persons for the three new Masterships required by the establishment of the new Normal School at Ottawa. I am glad to know that the qualifications of the three Gentlemen selected are of the highest character in their respective Departments, and I am extremely grateful for the pains and trouble which the Council and yourself have taken in weighing the comparative merits of the many Applicants. I have no doubt that a better selection could not on the whole have been made than that which the Council has adopted.

As to the Office of Principal there is a difficulty. I do not doubt that of the three Masters the one selected as Principal was, on the whole, best fitted for the apponitment, so far as it was possible to judge; but, Mr. John McCabe, being a stranger to our School System and our people, he would at the outset labour under great disadvantages. I understand that, from a sense of this, he is likely to prefer holding the Mastership without the additional burden of Principal, and this may render necessary a reconsideration of the question of the Principal, on the part of the Council. In this view, I would respectfully submit for your consideration and that of the Council, whether, if the present Principal of the Normal School here could be prevailed upon to accept the same position at Ottawa, very great advantages might not be secured. In that case, one of the three Masters named by the Council would be transferred to Toronto, and one of the remaining Toronto Masters would be appointed Principal here. The Reverend Doctor W. H. Davis' learning and ability, his experience as a Normal School Principal, and his familiarity with our School affairs generally, would be invaluable in establishing the new School in the Metropolis of the Dominion, and it would give me great pleasure to learn that such an arrangement is practicable, and would be approved of by the Council. In my Letter of the 17th May, I ventured to express a desire that, in the new appointments, the Council would consider the Staff of the Normal Schools with a view of making such recommendations as might secure the efficiency of both Institutions.

Toronto, July 14th, 1875. Oliver Mowat.

Note. Having been deputed to visit Ottawa, and arrange with the City Board of School Trustees in regard to a Model School in connection with the proposed Normal School about to be established there, I reported the result to the Chief Superintendent of Education, as follows:—

I. J. George Hodgins to the Reverend Doctor Ryerson.

I have just had a very satisfactory interview with a Committee of the Ottawa City Board of School Trustees, in regard to the Temporary Model School, and have, in concert with Mr. McCabe, the new Principal of the Normal School, agreed to the terms of an arrangement, which will, I think, be quite satisfactory to you. I enclose a copy of it. There was some sensitiveness in regard to control, etcetera, but we arranged it satisfactorily, and I think the Trustee Board may feel disposed to pay their Teachers a little extra for their additional labour and trouble,—which I said we would make good. There will be no other charge, and Fees are impracticable now under the free School System of the Board.

Proposed Arrangements for Temporary Model School at Ottawa.

(1) That the teaching and practice of the Normal School Students in the proposed Temporary Model School, harmonize with ordinary Time Tables of the School, as prescribed by the Council of Public Instruction.

(2) That the trained Normal School Teachers, designated by the Board of School Trustees, shall be Teachers of the proposed Model School Classes.

(3) Normal School Students will be under the immediate supervision of the Teacher, or Teachers, of the Classes set apart for Model School practice.

(4) The Head Master of the Model School, under the direction of a Committee to be appointed by the City Board of School Trustees, shall be responsible to the Principal of the Normal School for the carrying out of the arrangement made by the Board of Trustees and the Education Department in this matter.

(5) That the Reports required by the Prinicpal of the Normal School, of the practice of the Students in the Model School, shall be according to the form used in the Toronto Model School.

OTTAWA, December 4th, 1875. J. GEORGE HODGINS.

II. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

The *Ottawa Times* Newspaper of this morning, which I mail to you, contains so full a report of my interview with the City Board of School Trustees, that I can add nothing to it. There was great cordiality shown to me on the part of the Board, and I think my coming will be of service to Mr. McCabe, the Principal of the Normal School, and to the new Head Master of the Model School. I have had the Principal with me everywhere, and I could see that he has appreciated it. I think he is an admirable man for the place, and his qualifications are undoubted.

OTTAWA, December 6th, 1875. J. GEORGE HODGINS.

P.S.—I have just returned from a visit to the City Schools. The Buildings are very creditable to the City, and superior to many in the Province. The School Trustees were very friendly, and we quite enjoyed the visit to the Schools.

J. G. H.

NOTE. The *Ottawa Times* newspaper having been sent by the Chief Superintendent of Education to the Attorney-General, he referred to it in reply as follows:—

III. ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I will read with interest, at the first leisure moment I have, the account of the arrangements made with the City Board of School Trustees given in the *Ottawa Times*, to which Doctor Hodgins refers in his Letter to you. He certainly seems to have acted judiciously and successfully in his mission, which it gives me much pleasure to know. I return the Letters.

TORONTO, 9th December, 1875. OLIVER MOWAT.

NOTE. The Chief Superintendent having received a Letter from Mr. John McCabe, the Principal of the Normal School, reporting the result of my visit to Ottawa on the subject, enclosed it with mine to the Attorney-General, who acknowledged the receipt of the Chief Superintendent's Letter, as follows:—

IV. ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have your Letter of yesterday, and am gratified by what you mention, and what Mr. McCabe's Letter says in regard to the Ottawa Normal School, and the services which Doctor Hodgins rendered there. I return Mr. McCabe's Letter. That of Doctor

Hodgins is not marked "private," and you do not ask me to return it. I, therefore, retain it as it may be useful in considering the Supplementary Estimates.

TORONTO, December 31st, 1875. OLIVER MOWAT.

V. ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

In some of your previous communications you have referred, with favour, to the Hellmuth College Buildings, at London, for a Normal School. Some representations have been made to me that these Hellmuth Buildings are not suited, as supposed, for the Normal School. Some of these representations come from Londoners; one object of which may be to induce us to erect new Buildings.

How would it do to have the Reverend Doctor W. H. Davies and the Head Master make an inspection of them, and a Report on them jointly.

It would be well that the Papers brought down to the House of Assembly on the subject should contain a Memorandum in regard to it, with the Report on the College Buildings by Doctor Davies and Mr. Thomas Kirkland, of our Normal School.

TORONTO, 9th November, 1875. OLIVER MOWAT.

NOTE. As suggested, the Memorandum desired by Mr. Mowat was prepared and sent to him.

OPENING OF THE OTTAWA NORMAL SCHOOL, 1875.*

An event of great interest and importance took place in Ottawa on the 22nd of October, 1875, when the new and handsome Normal School for that section of the Province was formally opened.

The Reverend Doctor Ryerson moved that the Lieutenant-Governor take the Chair, and in doing so said His Honour's consent to act had been obtained. This he was sure would be gratifying to the citizens and the various gentlemen present, especially when it was remembered that he had been second to none in his commercial and manufacturing connections in promoting the interests of education and progress. Now he stood at the head of the Government of the great Province of Ontario, a position he occupied worthily.

Mayor Featherston, in seconding the Resolution, reviewed briefly the history of the movement in favour of the Institution of a Normal School at this point, so far as the citizens were concerned, and he congratulated the City and the Provincial Government that now they had approached this important stage in the matter and were about to witness the formal opening of the Normal School. He welcomed the Lieutenant-Governor, to the City, who during his stay amongst us had endeared himself to all by his princely generosity and kindness of heart, and had besides taken a deep interest in Ottawa and the surrounding district as a public man. He also welcomed the Premier of the Provincial Government and the other Gentlemen who did them the honour of being present upon the occasion.

His Honour the Lieutenant-Governor, the Honourable John Crawford, on taking the Chair, expressed the pleasure he had in being present to witness such an auspicious event. Both as the Head of the Executive of Ontario, and as a native Canadian hailing from the eastern portion of the Province, he was much pleased at having the opportunity of being present at the opening of a Normal School located in the east. The population of the peninsula, the educational interests of which would be served by this Institution, numbered, if he recollected rightly, from 160,000 to 175,000, and from its centrical position and the facilities of communication by rail and water from every side, he really thought that no better location could have been selected for it. There was a very large population in this very vicinity to reap the benefits. There were Ottawa with

* See Chapter IX. on page 207 of this Volume.

its 25,000 or over, the flourishing Villages of Rochesterville and New Edinburgh on each side of and almost forming part of it, and the City of Hull adjoining, with its 8,000 or 10,000; indeed, there was, according to his calculation, a population of some 40,000 within a radius of three miles, having the Normal School as a centre. These things formed a very strong inducement to the Government to locate the School at this point, enhanced as its position was by two railway lines giving it communication with the interior, and the great River Ottawa connecting it with the east and west. He remarked that, in addition to what he had already said as to the sources from which the Normal School might expect Students, there were the Counties of Ottawa and Pontiac lying immediately in front and to the west, each with a population of 30,000; and although they lay within the Province of Quebec, he felt assured the people of Ontario and of this vicinity would willingly extend to them the advantages offered by the Ottawa Normal School. He was pleased with the location of the School for another reason. He was aware, from a knowledge gained by a residence of two years in their midst, that the people of Ottawa were remarkable for their intelligence, their industry, their frugality, their sobriety, and general uprightness of conduct and propriety of behaviour, and he knew of no place in this Country or elsewhere that was more noticeable for its maintenance of public order and its respect for the authority of the Law.

The Honourable Alexander Mackenzie, who was well received, prefaced his remarks by a facetious assurance that he was always willing to submit to authority, and of course would obey the Lieutenant-Governor when called upon. He was happy to respond to the invitation accorded him by the Chief Superintendent to be present and witness the opening of the Normal School. Doctor Ryerson had recently mentioned the fact, in a Letter to the public Press, that the had been somewhat unwillingly induced by him, (Mr. Mackenzie), to commit his ideas regarding the establishment of additional Normal Schools to paper. This was at the time he, (Mr. Mackenzie), was acting as Premier of Ontario. The necessity of having at least three additional Normal Schools had frequently pressed itself upon his attention, and he thought then, as he was strongly of opinion yet, that they should be located at Ottawa, Kingston and London respectively. He found himself in accord with the views of the Chief Superintendent of Education upon this subject, and although he left the Government of Ontario a few days after the occurrence referred to by Doctor Ryerson, he had the pleasure, as one of his last executive acts, of drafting an Order-in-Council embodying his opinions. He did not then expect to become a citizen of Ottawa, but in that capacity he now took the opportunity of congratulating the people, the Government, and the Chief Superintendent of Education upon the fulfilment of at least one part of the programme, and to express the earnest desire that the Premier of Ontario would soon be able to carry out the rest of it. An examination had shown him, while interesting himself in this matter, as a Member of the Ontario Government, that the Normal School at Toronto, while very efficiently conducted,—perhaps, indeed, all that could be desired in a Normal School,—was limited in its operations to a somewhat small portion of the Country, and if memory served him right, the record showed that the County of York furnished as many of its Students as the whole of the rest of the Province combined, thus making it very much more of a local Institution than seemed to him desirable in the interests of education. Our Normal School accommodation, he also remarked, was small as compared to the States of the American Republic, which lay close to us, and there was too little desire among Teachers to make their calling their profession. It was too frequently a make-shift with both ladies and gentlemen, who merely used it as a means of obtaining other situations, and it was not regarded in the light of an employment which was to be permanent, and which in itself offered all the opportunity for promotion which was to be desired. The remuneration for teaching was not yet generally what it ought to be, but if the profession itself were elevated more in the persons of those who followed it, better Salaries would follow, and could be insisted upon. He recited some very interesting experiences of Mr. Horace Mann in regard to the Schools of Massachusetts, which went to show that the greater the ignorance of the people and the School

Trustees, the less respect was paid and the less encouragement offered to a really competent Teacher. It was the interest of Parents and Instructors alike to elevate the standing of the teaching profession and to make it an occupation that would be at once honourable and remunerative, and the best way to forward this object was to increase as far as practicable the means of imparting a higher education. He felt grateful as a citizen of Ottawa that such means had been afforded to the people of this section of Ontario, and he trusted the same privilege would soon be extended to the other portions to which reference had been made. He believed that on the education of the people depended in a large measure the greatness of a Country in a mercantile and commercial respect. In proportion as our educational institutions are sustained, so, he contended, will our political institutions be perfected, and good and equitable Government ensured. He had taken great pride and pains to point out to the people of Great Britain, during his recent visit there, what he regarded as the superiority of our System of Education, and how peculiarly gratified he was that the system was harmoniously carried out as between all classes and creeds of our population.

The Honourable Oliver Mowat said he had attended the Meeting more with the intention of being a listener and a witness of the proceedings than of making a speech. His desire was more especially that his friend and Colleague, Mr. Crooks, should say whatever it was fitting should be said on the part of the Government, inasmuch as it was extremely likely that he would be our first Minister of Education for the Province of Ontario. It was probably well known that the propriety of having a Member of the Administration at the Head of the Education Department instead of a Chief Superintendent outside of the Government, was a subject which had occupied public attention occasionally for some time, and the Chief Superintendent, under whose fostering care our Educational System had been for the last thirty or forty years, had expressed himself very strongly in its favour. The opportunity would soon be offered him of having it tried and tested. As there were in other Countries Ministers of Education, it was probably right tha we should have one in Ontario. He, (Mr. Mowat), rejoiced to find himself in accord with his Predecessors in the Government of Ontario in regard to this matter of the Ottawa Normal School. He entirely agreed with the opinion expressed by Mr. Mackenzie that additional Normal Schools were necessary, and that Ottawa was the place where it was appropriate the first movement in that direction should be inaugurated. As Ontario was the leading Province in the Dominion, it was only fitting that she should take a leading stand in regard to education. Than the subject of Education there was none to which our public men could with better advantage give their attention, and none in which he personally felt a greater interest. The time was fortunately long past when it was necessary to press the advantages of education upon the people of Upper Canada, nor was it necessary to tell them that the perfection of our system was an object to which all their energies should be bent. He dwelt with great emphasis upon the happiness and concord, and all the other bessings which flow from the existence amongst the people of sound information and broad views, which could only be imparted by a System of Public Instruction which includes all, and he also pointed out how close the connection between a sufficient supply of Institutions for the training of Teachers and the success of education. A considerable number of Normal Schools were in operation in several Countries in Europe, and in the United States they were very plentiful. In the latter, indeed, the number of them was very much greater in proportion to the population than in Ontario, and the Schools themselves were generally, in all essential elements, found to be most flourishing and progressive. He happened to be present at the opening of the Normal School at Toronto in 1847, and he remembered the Chief Superintendent upon that occasion pointed out that we were ahead of the State of New York in that respect. Now, he, (Mr. Mowat), was sorry to say we were now very much behind that State, and it was because he did not intend this state of things should continue, that he had determined this Normal School should be proceeded with. He had experienced considerable difficulty, he said, in getting the Legislature to agree to the appropriation, and he recounted the

already well-known steps which were taken by the opponents of the Government to defeat the scheme. The fact that Ottawa was the Capital of the Dominion made it of the utmost importance that the people should be well forward in the matter of education, but he would also be frank enough to state, while aware of the good School Accommodation afforded in the City, and the high standing of the City Schools and Teachers, that the most pressing reason was the too wide existence of an opposite state of things in some of the Country districts. He had been informed only this morning that in ten years this eastern district had sent but twenty successful Sudents to the Toronto Normal School. He was afraid that in many cases the Schools, School Houses and Teachers were not exactly what they ought to be, but he hoped this fault would soon be remedied. He remarked that in outward appearance and internal arrangement the Ottawa Building was superior to that of Toronto, and he was glad to know that as many as thirty-eight Matriculants had already passed the Entrance Examination,—a number which would very probably be added to in the near future. He would look to the success of the Institution with considerable interest, and he hoped every effort would be made to second the efforts of the Government in that direction. He was glad to know there was such an interest felt in our Schools in this Province, and he regarded it as the most hopeful proof of the depth and sincerity of that interest that the Rate-payers were willing to submit to such heavy taxation on its account. He remarked upon the vastly greater amount of money contributed towards educational purposes from local taxation than was spent by the Government in that way, and he asserted it was positively the best investment which it was possible for them to make, not only as to its direct returns, but in its prospective advantages. After a few other remarks in a similar spirit, the honourable gentleman retired.

The Honourable Adam Crooks said he scarcely expected to receive upon this occasion the announcement that upon his shoulders would be placed the responsibility of a Department which had been for so many years presided over by the respected Chief Superintendent of Education. He had attended chiefly for the purpose of expressing in his own person how much the progress of the people of Ottawa was watched and made a matter of regard by the Government of Ontario. It was the fact that this City had looked more to the Federal than the Provincial Government as to the source of its advancement and prosperity, but he desired to remind them that there were interests affecting them very closely which were within the jurisdiction of the Local Administration and Legislature. Of these interest, Education was one, and the Lumber trade another, both of them of very great importance to the City of Ottawa. He reminded them of the impetus which had been afforded to the latter by the policy inaugurated by the present Government, the effects of which had been felt from the Ottawa to the Detroit River. He spoke in enthusiastic terms of the prominent position our System of Education had attained, and eulogized Doctor Ryerson in that connection. Only recently, he remarked, the United States were looked to for an educational model, but latterly the Canadian System was more highly regarded, and we had placed ourselves in a position to show an example of a character even better adapted to the necessities of a Country than the United States. Ours had many features borrowed from the American System; indeed, it seemed to be a combination of the experience of all other Countries. We had at last found a System national in its characteristics, and yet depending upon the voluntary action of the Taxpayers. We had also been able to overcome those difficulties as between Denominations, which had caused so many heart burnings in other places. To show how popular our System of Education is, he stated that the Rate-payers tax themselves at the rate of $3,000,000 per annum, while the Government contributed only about one tithe of that amount, or some $300,000. He insisted upon the necessity which existed for raising the standard of the profession, and the increase of Salaries of Teachers; as well as the establishment of other than the existing Schools for their training. He remarked upon the effects of Public School Education on the People, and gave the success of Scotchmen in business and other circles, arising from their Parochial Schools, and the triumph of the Germans in their

war with France, as very striking evidence of the fact. Education was one of those things in which there was no resting point, but progress must be continually going on. Teaching was like anything else, it required an apprenticeship on the part of him who would make it his profession. The Normal School was the place where the apprenticeship must be served, and it has been clearly shown that the Establishment at Toronto was insufficient for the requirements of the Country. There could not be a higher duty than that of the Teacher, upon whose exertions and capacity the future of the youth of the Country depended, and in whose hands to all intents and purposes the fate of the nation was thrown.

The Reverend D. M. Gordon said he willingly acceded to the request of the Reverend Doctor Ryerson, to take part in this Meeting, not because he had anything of interest, or importance, to say, but because, in common with his fellow-citizens, he rejoiced at the opening of a Normal School in Ottawa. There were many proofs of the prosperity and progress of our City; but perhaps in no respect had that progress been more marked during the past eight years than in the matter of education. If cities were like individuals, in that "some achieve greatness, and other have greatness thrust upon them;" and if, as the residents of older Cities often reminded us, Ottawa has had greatness thrust upon it by its having been made the Capital of the Dominion, it has made a vigorous and successful effort to be worthy of that distinction; and it was one of the most hopeful sings of prosperity when our Educational Institutions flourish and multiply. The demand for trained and capable Teachers for this part of the Province had been so steadily increasing, that it called for the establishment of a Training School in this City. A manufacturing centre like Ottawa required not only a great deal of machinery, but establishments, also, for the special purpose of manufacturing machinery. So, too, having come to require a good deal of educational machinery, time had arrived for us to have an establishment for producing that machinery; and now that we had the Normal School erected and equipped, he was sure we united in the hope that it might take as high rank, and do as valuable service as any of the Normal Schools of any Country. But while the erection of the Normal School marked one stage of our progress in educational work, it might not be out of place, he thought, to express the hope that before many years another stage in that progress would be marked by the equipment of a College at which a thorough literary and scientific education could be had. A University might embrace and control a number of Colleges; these Colleges might be situated in different parts of the Country, but so connected, and so governed by the central power of the University as that the examinations for Degrees might be the same for all, and as men graduating at any one of these Colleges would carry with him the stamp and recognition of the University. By such a system many young men living in the neighbourhood of any such College might avail themselves of the advantages it afforded them, although they might not be able to go away from home to pursue their studies; and so the benefits of higher education would be placed within the reach of a greater number. There were some who desired to see some such University System in Ontario, not confining to Toronto the expenditure of public money for higher education, but having several Colleges throughout the Province, that would both rank beside University College, Toronto, doing similar work, and connected with it as integral parts of what might be the University of Ontario. If such a system were ever carried out, perhaps we might hope to have one of the Colleges established in Ottawa. While we were extending our Normal School System, it would surely be wise, if not absolutely necessary, to extend also our University System. It might, he thought, be fairly questioned whether the mere training of a Normal School was sufficient to produce a first-rate Teacher without any University education. The art of teaching must, of course, be acquired, and for imparting that our Normal Schools were indispensable, but those Teachers who had themselves enjoyed a University training would probably be the first to admit that, while they were chiefly indebted to the Normal School for their proficiency in the Art of teaching, they are indebted to the University for the scholarship, the breadth of view, the balance of judgment, and the habit of clear

thinking which were among the chief requisites of the successful Educator. For the sake, therefore, of perfecting our Teachers, as well as for the sake of placing within the reach of a larger number the facilities for obtaining a higher education, he hoped that we might at some future date rejoice at the opening in Ottawa of a College where a thorough literary and scientific training could be had, as we this day rejoiced at the opening of our Normal School.

The Reverend Mr. Dawson expressed his delight at being present on this occasion, and remarked upon the illustrious company in which he found himself, the Gentlemen upon the platform being among the most distinguished in the Dominion of Canada. He spoke of his own interest in the cause, and the joy he felt at the expressions of deep and heartfelt solicitation on its behalf expressed by the Gentlemen who had spoken, all of whom had it in their power to do so much for its advancement. We were advancing in material prosperity,—and there was no man of observation who did not see that we were going forward in mighty strides, and while we were almost surpassing the older nations of the world, there were some of these—unfortunately some of the greatest of them,—engaged in the most miserable political quarrels, and in their cruel persecutions which ought to have passed away at this age. It was, therefore, a cause of true joy to find in addition that our public men were so thoroughly in earnest about the moral and intellectual improvement of the people. In many respects we were greater even than the ancient nations of illustrious history, and only a few years would elapse ere we should eclipse them in every way; this noble zeal in the cause of education would lift us beyond them all. So far as Teachers were concerned, he deprecated the custom so prevalent of regarding them as mere servants,—on a par with the man who dug your potatoes, or held your plough,—and he advocated the payment of such reasonable Salaries to highly qualified Teachers as would enable them to make and maintain their proper rank in society. Let Canada be the first to award to the Teacher and his profession, that high and honourable place which rightfully belongs to them. So long as people were ignorant themselves, so long would they continue to treat with indignity persons who are more enlightened than themselves,—those who have to instruct and enlighten their children. Let the people be educated, however, and this would be no longer possible. The coming generation was that to which we might reasonably look with hope, but even in the present day Salaries might and ought to be increased, and much would thus be done to elevate the status of the Teacher.

The Reverend Doctor Ryerson complimented the City of Ottawa upon the establishment and completion of the Normal School, which he had regarded as of the greatest importance to this part of the Country, which was in many respects isolated, and connected with Eastern Canada more intimately, commercially and otherwise, than with the west. When called upon by Mr. Mackenzie to express an opinion upon the subject, although unwilling to add to the responsibility he was bearing, he was in favour of Ottawa as the first place where a Normal School should be established. The prospects of success were much greater than he had anticipated, and he pointed out that while there were only sixty-three Students entered in the Toronto Normal School the first Session, representing although it did the whole Province, there were already two-thirds of that number for this district alone. He dwelt with emphasis upon the necessity of having well-trained Teachers, who were cheap at any price, as compared to a poorly informed and untrained class. He touched upon the efforts he had made in establishing the existing System of Education, asserting that he had learned some most useful lessons from the people and Educational System of Holland. He remarked that New York State, which had three millions and over of a population, had now nine Normal Schools, although it was behind Ontario in establishing the first one; and Pennsylvania had twelve. We ought to have six in Ontario if we maintained the proportion. He also recounted the number in several other States of the Union. He advocated the addition of a Model School to the Normal School here, at the expense of the City of Ottawa, at whose door he contended that duty properly lay. The Normal

School accommodation of the Province was only for 300, which he held to be altogether too little for the population, and felt sure the Government must be impelled to build more such Schools in view of these facts. He advocated the erection, by local authorities generally, of Model Schools, and expresed himself gratified by the offer made by the Collegiate Institute Trustees and the Central School East, of their willingness to give facilities for having a model class in connection with their operations for the benefit of Normal School Students. He complimented Ottawa upon the high standing of all the Teachers engaged in its Schools of every grade, and he was especially glad that in the matter of Salaries we were ahead of Toronto, for good Salaries would always bring the best of men. He remarked that he was now in the seventy-third year of his age, and had been for nearly thirty-two of these at the Head of the Educational Affairs of the Province. Mistakes he no doubt had made, as who that was human did not, but this he was able to assert, without fear of successful contradiction, that he had sought the good of his Country with all his heart, and had endeavoured to do his duty honestly and fairly, without respect to Denominations. The time had arrived that some other arrangement should be made, and Parliamentary responsibility established in connection with the administration of the Department. He could scarcely be expected to speak on the subject without emotion, but the course was one he had long favoured. He had made the proposal in 1868 to the late Sandfield Macdonald, who did not favour it, and again to the new Government in 1872. Since then he had never ceased to urge it. Speaking as he did entirely free from party predilection, he was able to say that he was heartily glad that the Honourable Adam Crooks had been selected for the position. A scholar and a Canadian, there was no one in Upper Canada better adapted to the position than was he. All the influence of which he, (Doctor Ryerson), was possessed would be exercised in his behalf. He wished him God speed in the mission confided to him, and whatever time might be allotted to him, (Doctor Ryerson), here below would be devoted to the honourable gentleman's service. He had the most perfect faith in our educational future, and he believed we should soon stand in the front rank of the civilized Countries of North America.

His Honour the Lieutenant-Governor then said:—I now declare that the Normal School of Ottawa is open from this time forth, and from my heart I wish it all success and prosperity.

Mayor Featherston proposed a vote of thanks to the Lieutenant-Governor, the Honourable Messieurs Mowat, Mackenzie and Crooks, the Reverend Doctor Ryerson, and the other Gentlemen who had taken part in the proceedings, and he took the opportunity to say that Ottawa had done more in the erection and improvement of its Public Schools in recent years than any City in the Dominion.

The Reverend Doctor O'Connor seconded the motion, which was agreed to by acclamation. The proceedings, which had been of the most harmonious and happy order, were then brought to a close, and the company separated.—*Ottawa Times.*

The Ottawa Normal School Staff.

Mr. John A. McCabe, Principal and Head Master.
Mr. W. R. Riddell, M.A., Mathematical Master.
Mr. John Gibson, M.A., Science Master.
Mr. Hector McKay, Teacher of Writing and Book-keeping.
Mr. W. C. Foster, Teacher of Drawing.
Mr. H. G. Workman, Teacher of Vocal Music.
Mr. E. B. Cope, Clerk.
Mr. Wm. Brethour, Engineer, Caretaker and Gardener.
Mr. Luke Williams, Assistant Caretaker and Gardener.
Mr. Richard McCann, Janitor.

GENERAL REGULATIONS AND COURSE OF STUDY FOR THE NORMAL SCHOOLS.

(Adopted by the Council of Public Instruction.)

I. The sole object of these Schools is to prepare Students for the profession of Teacher; and, to this end, Students have, in addition to the Lectures, the advantage of practice in the Model School under the direct supervision of the Principal and Masters of the Normal School, and the Teachers of the various Divisions.

II. In future there shall be but one Session annually.

The Session shall commence on the 15th of September, and close on the 15th of July, with Vacation from the third Wednesday in December to the second Tuesday in January; and from the Wednesday before, to the Tuesday after Easter, inclusive.

[If the day of opening fall on Sunday, the Session shall begin on Monday.]

III. The School shall consist of two Divisions. The work of the Second Division shall be entirely with a view to Second Class Certificates, while the First Division shall be with a view to First Class Certificates.

1. The Second Division shall be divided into two Sections. The Junior Section shall comprise Students who, having passed the Entrance Examination, are preparing for Second Class Certificates, grade B. The Senior Section shall comprise, (1), Students who are preparing for Second Class Certificates, grade A, having already passed through the Junior Section and obtained grade B Certificates; (2) those who, have obtained grade B, granted by County Boards, and passed a special examination in Arithmetic, Algebra and Natural Philosophy within certain limits; (3) lastly, those who have passed the entire Entrance Examination for this Section.

2. The First Division shall contain (1) the Students who have passed through the Second Division and obtained Second Class Certificates, grade A; and (2) those who hold Second Class, grade A, Certificates granted by County Boards, provided they can pass an examination (within specified limits) in Natural Philosophy, Algebra and Euclid.

IV. Applicants for admission to the Normal School, if Females, must be seventeen years of age; if Males, eighteen years.

V. Applications for admission, accompanied with Certificate of moral character, dated within three months of its presentation, signed by a Clergyman, or Member of the Religious Persuasion with which the Applicant is connected, must be made at the Department of Education, on the 15th day of September of each year. No application shall be received, if made after the 16th September, but if the 15th September falls on Sunday, applications will be received on the 16th and 17th.

VI. Candidates must pass the prescribed Entrance Examination, sign a declaration of their intention to devote themselves to the profession of School-teaching, and state that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

VII. There shall be examinations in the different subjects of Study at stated intervals during the Session, and any Student failing at these Examinations, may be placed in a lower Section, or Division.

VIII. Immediately before the close of the Session, there shall be a Special Examination of those Students who have failed at previous Examinations, or have lost through illness, or otherwise, any particular examination.

IX. The Principal may, after consultation with his Colleagues, remove from the roll the name of any Student who shows by general demeanour, by lack of scholarship, or by his record in the Model School, that he has no aptitude for the profession of a Teacher.

X. Upon these conditions, Candidates shall be admitted to the advantages of the Institution without any charge, either for Tuition or the use of the Library.*

* The Books which they may be required to use in the School are supplied at a reduced rate.

XI. The Teachers-in-training must lodge and board in the City, in such Houses, and under Regulations, approved of by the Council of Public Instruction.

XII. It is expected that the Students will, by their demeanour in the Class Rooms and in the Waiting Rooms, as well as elsewhere, shew that they are alive to the important work that lies before them.

Practice in the Model School by Teachers-in-Training.

The Classes, detailed for practice in the Model School, visit the School and teach for a definite period under the direct supervision of the Divisional Teachers, who are the critics of work done. The leader is responsible for the distribution among the Members of the Class of the Lessons that have been assigned by the Teachers of the respective divisions of the Model School. Each sub-division of the class is assigned to a particular division, and thus each section and each division passes through the hands of the Teacher-in-training. From time to time a general criticism is made by the Principal before the whole School, and a special criticism with the individual Students. These criticisms are quite distinct from those referred to above which are made at the time or immediately after the recitation.

I. Entrance Examination for Students of the Second Division.

Subjects.	The Applicant must—
Spelling	Spell correctly. The written Examination Papers will be read with special regard to Spelling.
Writing	Writing legibly and neatly.
Etymology	Know the Prefixes and Affixes, and the more important Greek and Latin Root Words.
Grammar	Know the elements and be able to parse, with application of Rules, any prose sentence. Be able to analyse any ordinary prose passage from the Readers. Applicants for Senior Section will be expected to analyse Poetry and discuss Grammatical Constructions.
Composition	Write an ordinary Business Letter, or Composition on some simple subject assigned.
Geography	Know the definitions, the outlines of the Physical Geography of America and Europe; the outlines of Political Geography generally—that of Canada, of America, and of Europe more particularly.
History	Know the outlines of Ancient and Modern, and the introductory part of History of Canada.
Arithmetic	Be acquainted with Notation, Numeration, Simple and Compound rules, Greatest Common Measure, Least Common Multiple, Fractions and Proportion. Applicants for Senior Section will be examined to the end of Stocks.
Mensuration	(Senior Section)—Be familiar with the mensuration of the Square, Rectangle and Triangle.
Algebra	Be acquainted with the Simple Rules. The examination for Senior Section will also include Factoring, Simple Equations, G. C. M. and L. C. M.
Natural Philosophy	(For Senior Section)—The Parallelogram of Forces; the Triangle of Forces; Resolution of Forces; Principle of Momentum and Centre of Gravity.
Euclid	(For Senior Section)—Book I.

II. Course of Study in Junior Section of Second Division.

Subjects.	
Reading	In Fifth Book.
Spelling	Oral and to dictation.
Writing	Under supervision of Writing-master.
Etymology	General.
Grammar	Book work and analysis of some Standard Poetical work.
Composition	Writing Official and Business Letters and general Composition.
Geography	Mathematical and Political.
Arithmetic	To Stocks inclusive, together with Mental Arithmetic.
Mensuration	Square, Rectangle, Triangle and Circle.
Algebra	To Simple Equations, inclusive.
Natural Philosophy	The properties of matter. Elements of Statics.
Physiology	Bones, Muscles, Digestions, Circulation and Respiration.
Euclid	Book I., with Deductions. Book II.
Education	Attendance at Lectures, with practice in Model School.
Drawing	Elementary and from Objects.
Music	Practice in Vocal Music.
School-law	With reference to Public School Teachers.
Book-keeping	By double entry.
Chemistry	1. Non-Metallic Bodies, videlicet: Oxygen, Hydrogen, Nitrogen, Carbon, Carbonic Acid, Water, Atmosphere, Chlorine, Sulphur, Phosphorus, Silicon. 2. Combining Proportions, etcetera. 3. Combustion, etcetera.
Botany	Elementary. Gray's "How Plants Grow." Part I.

III. Course of Study in Senior Section of Second Division.

Subjects.	
Reading	In Fifth Book.
Spelling	As in Junior Section.
Writing	Under supervision of Writing-master.
Etymology	General.
Grammar	Advanced with special reference to Analysis.
Composition	On any prescribed subject.
Geography	Political and Physical.
Arithmetic	From Interest to end of Text-book, with practice in Mental Arithmetic.
Mensuration	Of Surfaces, Cubes, Parallelopipeds and Spheres.
Algebra	From Simple Equations to Surds, inclusive.
Natural Philosophy	Statics (reviewed) Hydrostatics and Pneumatics.
Physiology	Nervous System, Sensory Organs.
Euclid	Book II., with Problems in Book I. and II., Book III.
Education	Attendance at Lectures, with practice in Model School.
Drawing	Advanced, including construction of Maps.
Music	Practice in Vocal, with instruction in theory.
School-law	With reference to Public School Trustees.
Book-keeping	By double entry.
Chemistry	Junior Section subjects reviewed and extended. The more important Metals.
Chemical Physics	Heat—Sources, Effects, Liquefaction, Latent Heat, etcetera.
Natural History	General view of Animal kingdom, Mammalia.
Botany	Same as in Junior Section.

IV. Special Subjects for Entrance to First Division.

Subjects.	
Algebra	A thorough examination in this subject as prescribed for the Course of Study in the Senior Section of the Second Division.
Natural Philosophy	Statics, Hydrostatics and Pneumatics.
Euclid	Book III.

V. Course of Study in the First Division.

Subjects.	
Reading	Sixth Book—Prose and Verse.
Spelling	To dictation.
Writing	Under supervision of Writing-master, with special reference to the teaching of it.
Etymology	More fully pursued than in the Second Division.
Grammar	Advanced, with special reference to History, Analysis, Figures and Comparative Grammar.
Composition	On prescribed subjects.
English Literature	Sketch of the Literature of special Eras, with critical examination of one or more works, Prose and Poetry.
Geography	Physical, Mathematical and Astronomical. Outlines of Geology.
Education	Attendance at Lectures, with practice in Model School.
School-law	With reference to Municipal Councils and Duties of Public School Inspectors.
Drawing	Perspective and Outline in Books and on the Blackboard.
Arithmetic	Advanced.
Algebra	Quadratics, Indeterminate Equations, Progression, Variations, etcetera.
Euclid	Books IV., VI., with definitions of Book V. and Problems.
Trigonometry	So far as to enable Students to solve Triangles and express their area in terms of their sides.
Natural Philosophy	Statics and Dynamics, treated mathematically, Hydrostatics and Pneumatics.
Chemical Physics	Heat, Light and Electricity.
Chemistry	General principles of Chemical Philosophy. Chemistry of Metalloids. Chemistry applied to Agriculture and the Arts.
Physiology	General view of the subject.
Natural History	General view of the Animal Kingdom, character of the principal Orders, Classes and Genera.
Botany	Systematic Botany, as given in Second Part of Gray's "How Plants Grow." Flowering plants of Canada.

SUBJECTS OF EXAMINATION IN ENGLISH LITERATURE, JULY, 1876, FOR FIRST CLASS NORMAL SCHOOL CERTIFICATES.

The following Report from the Central Committee of Examiners, communicated in a Letter from the Reverend Professor Young, the Chairman, has been concurred in by the Chief Superintendent of Education.

In re-arranging the Programme for the Normal Schools, so as to adapt it to the new system of Annual Sessions, the Council of Public Instruction decided, in accordance with a recommendation of the Central Committee, that English Literature, with its History, should be substituted for the History of English Literature; but, as it is neither possible nor desirable to make a survey of the whole field of English Literature, during a single Session, the Normal School Course was to consist of a sketch of the

Literature of particular eras, with critical examination of one or more works in Prose and Verse.

The Central Committee, although they have received no express instructions on the subject, understand that it is their duty, in their Examination of Candidates for First Class Certificates, to meet the wishes of the Council in this matter, and accordingly they now request that the Chief Superintendent would, for the information of those who intend to compete for First Class Certificates, give public notice of the special eras in the History of English Literature, and of the works in prose and verse, which they intend to make the subjects of examination next July.

They have selected a part of the works of four eminent Authors, each of whom represents a different period in the literary history of England, and they purpose examining Candidates for First Class Certificates on these selections, as well as on the lives of the Authors, and on the literary history of the period in which each Author lived, with the causes to which the several periods owed their peculiar literary character.

The following are the Works selected:—

I. The Tragedy of Macbeth.—*Shakespeare.*
II. Il Penseroso.—*Milton.*
III. Ten Essays from the Spectator.—*Addison.*
(i) Number 18. History of the Italian Opera.
(ii) Number 21. Divinity, Law and Physic, overburdened with Practitioners.
(iii) Number 68. On Friendship.
(iv) Number 69. The Royal Exchange—Benefit of extensive Commerce.
(v) Number 81. Female Party-Spirit discovered by Patches.
(vi) Number 112. A Sunday in the Country—Sir Roger at Church.
(vii) Number 159. The Vision of Mirza.
(viii) Number 239. Various ways of Managing a Debate.
(ix) Number 281. Dissection of a Coquette's Heart.
(x) Number 287. On the Civil Constitution of Great Britain.
IV. The Lives of Milton and Addison.—*Samuel Johnson.*

While the Committee will attach due weight to a close study of these selections, they will consider it of far greater consequence that Candidates would show themselves able to enter into the spirit of the Authors read, and to appreciate the beauty of their style. They will prefer a knowledge of important facts and general features to the most minute acquaintance with details, if unaccompanied by an ability to distinguish what is important from what is not. Further, in order to impart a stimulus to the study of English Literature, and to improve the teaching of English throughout the Province, the Central Committee,—acting, as they believe, in harmony with the spirit of the Regulations of the Council,—purpose increasing the relative number of marks assigned, in the Examination of Candidates for First Class Certificates, in what may be termed the English branches. In future the number of marks allowed for Algebra, Geometry and Natural Philosophy, will be 675 in all; and exactly the same number will be allowed for English Grammar and Etymology, English Literature and Composition.

THIRD CLASS CERTIFICATES MAY BE GIVEN TO TEACHERS.

The Chief Superintendent of Education has issued the following Instructions in regard to the subject of Third Class Certificates:—

There are no objections to extending the period, or rather giving a Permit to the Third Class Teachers, for a period not exceeding twelve months, upon two conditions:—First, that the Inspector is personally satisfied of their qualifications; secondly, that there are not a sufficient number of First and Second Class Teachers in the County to supply the Schools.

The express object of limiting Third Class Certificates to three years, was to prompt Teachers to improve themselves, so as to obtain Second Class, or Life, Certificates, and,

at the same time to prevent such a multiplication of Third Class Teachers as to drive out of the profession, or prevent the employment at a fair remuneration, of those who have qualified themselves for teaching all the subjects of the Public School Programme, by obtaining First, or Second, Class Life Certificates. This great object of advancing the Schools, and the teaching profession, is defeated by unduly multiplying, (in the way of perpetuating), Third Class Certificates, the subjects embraced in which do not cover more than half the ground of that Public School education for which every man in the community is taxed according to his property, and which he has a right to have provided for his children in the Public School.

There is no authority in the School Law to prolong a Third Class Certificate; but on the expiration of it, the Inspector may give a Permit to the Holder of such Certificate for one year, on the recommendation of the Board of Examiners, and at the unanimous request of the Trustees of the School for which the Third Class Teacher is desired, and to which School his, or her, Certificate should be limited, as well as limited to twelve months, or to the next Meeting of his County Board of Examiners.

Certificates which expire in December next, if granted before 24th of March, 1874, will be held as valid until the next July Examination, as there will be no opportunity of undergoing an Examination in December.

Doubts having been expressed as to the power of local Boards of Examiners to exact fifty per cent. of the marks assigned to the subjects of Arithmetic and Grammar from Candidates for Third Class Certificates, notice is hereby given, that County and City Boards of Examiners may exercise their discretion in that matter.

The Regulation provides that:—"In order to obtain a Third Class Certificate, the marks must be not less than one-half of the aggregate value of all the Papers for Certificates of that rank." Again, in the Qualifications required for Certificates, the minimum is stated. The Boards may, in their discretion, increase the stringency of these Examinations, but they should give due notice of their intention to require more than the legal minimum.

Information ...
Mowat Block, Queen's Park,
Toronto, Ont. M7A 1L2